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ABSTRACT

Developed to provide teachers with a framework for writing instruction, this handbook presents the objectives for writing in the elementary schools from kindergarten through grade 8. After a brief overview of the handbook, information covered includes: (1) a description of writing types (creative expression, narration, exposition, persuasion, and description); (2) a discussion of instructional design, including the characteristics of an assignment, number and length requirements, and evaluation standards; (3) the writing process, including detailed steps for each of the writing stages; (4) suggestions for content area writing activities; (5) suggested family writing projects; and (6) writing in kindergarten through grade 8. The section for each level includes level objectives, samples of students' compositions, suggested topics, an assessment component, and management procedures for recording and reporting information. The appendix provides the following information: a sample informal letter; most frequent errors charts (teacher log and student log); proofreaders' marks (for primary, intermediate, and upper levels); manuscript handwriting model; cursive handwriting model; publishers of student writing; and writing contests for students. The bibliography of current publications provides additional information and support for structuring a classroom writing program. (MM)

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CHICAGO PUBLIC SCHOOLS
Manford Byrd, Jr.
General Superintendent of Schools

HANDBOOK FOR WRITTEN COMPOSITION

KINDERGARTEN - GRADE 8

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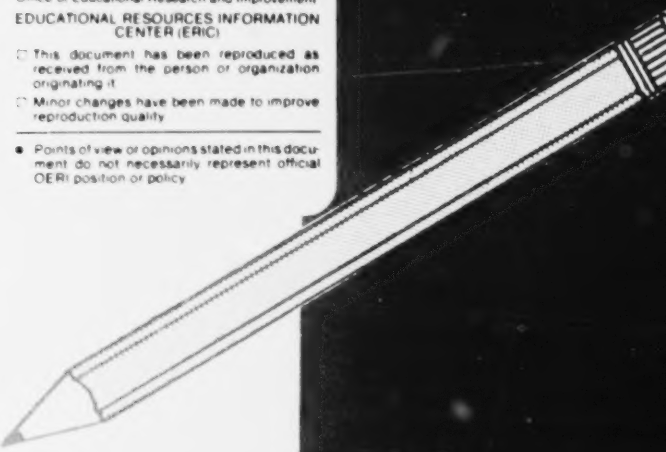

Narration
Exposition
Persuasion
Description
Creative Expression

Handbook for Written Composition
Kindergarten - Grade 8

Manford Byrd, Jr.
General Superintendent of Schools

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PREFACE

Recent national and state assessments of student writing indicate that an alarming number of students are unable to write effectively. These results confirm reports from prospective employers and college admissions officers that too few students demonstrate adequate skills in written communication.

Recognizing the need to emphasize writing instruction in the schools, the Illinois State Board of Education specified in its goal for writing that "...students will be able to write standard English in a grammatical, well-organized, and coherent manner for a variety of purposes." The State Board of Education established a timetable to assess student writing in grades 3, 6, 8, and 10. Beginning in the year 1990, this assessment will be conducted yearly throughout the state.

A systemwide objective of the Chicago Public Schools is to "develop and implement a policy requiring all students to prepare written compositions, of which number, length, and difficulty would be determined according to grade level."

To meet the goals of the Illinois State Board of Education as well as those of the Chicago Public Schools, specific objectives for achievement in writing have been identified for Chicago Public Schools students.

This handbook presents the objectives for writing in the elementary schools from kindergarten through grade 8. It includes descriptions of the types of writing, a discussion of the writing process, samples of students' composition drafts, an assessment component, and management suggestions. This handbook is intended to provide teachers with a framework for writing instruction.

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OVERVIEW

The Handbook for Written Composition, Kindergarten - Grade 8 is a detailed guide for teaching written composition. The overall goal of instruction in written composition, reflecting major findings of recent research, is to have the students participate in the writing process using four types of writing and creative expression. This goal can be attained through adherence to the instructional design of the program, which will ensure that students

- receive structured and consistent instruction in writing
- write regularly and frequently
- write for various purposes and audiences
- recognize that writing is a process as well as a product
- receive constructive feedback in respect to their writing
- share their writing

The four types of writing and creative expression, as well as informal letter writing, are described in the section **Types of Writing.** The **Description of Instructional Design** includes the writing objectives, the characteristics of an assignment, the number and length requirements, and the standards for evaluation.

The section **The Writing Process** gives detailed steps to be followed in each of the writing stages--prewriting, drafting, revising, editing and proofreading, preparing final copy, and sharing and publishing.

To help the teachers involve the students in writing across the curriculum, the section **Writing in the Content Areas** addresses the writing of reports and contains a variety of suggested writing activities. In addition, the important role of the family in the education of children is addressed and family writing projects are suggested in **Writing and the Family.**

Evaluation of children's writings in kindergarten and grade 1 is informal, with an emphasis on observing the various stages of the children's development in writing. The objectives, composition drafts, and suggested topics for these levels are presented in **Writing in Kindergarten and Grade 1.**

In **Writing in Grades 2-8**, the Assessment procedures, including the analytic and holistic components, are explained. Objectives, formally evaluated composition drafts, and suggested topics for each grade also are presented.

Management suggests procedures for recording and reporting information. Three record forms, two of which are optional, are presented.

The **Appendix** provides the following information, which may be reproduced:

- Sample Informal Letter
- Most Frequent Errors Charts (Teacher Log and Student Log)
- Proofreaders' Marks (Primary Grades, Intermediate Grades, and Upper Grades)
- Manuscript Handwriting Model
- Cursive Handwriting Model
- Publishers of Student Writing
- Writing Contests for Students

The **Bibliography** of current publications provides additional information and support in structuring a classroom writing program.

TYPES OF WRITING

There are four types of writing in addition to writing for creative expression: narration, exposition, persuasion, and description.

Narration

In narrative writing, the students tell a story or recount personal experiences or report observed events. Usually, the narrative structure is a chronological account of events; however, the students may use other organizing strategies, such as flashback or foreshadowing. The story assignment requires the students to develop a plot and to use specific details to elaborate the context, characters, and actions. When recounting experiences and reporting events, the students must choose a point of view and a tone. They must elaborate by using details that will reflect the tone they have chosen.

Exposition

In expository writing, the aim is to inform or explain. The students must choose the best method to present straightforward, factual information. The students may use a variety of strategies to develop an expository composition. Among them are enumeration, directions, comparison and contrast, and cause and effect.

An expository composition focuses on a topic. A well-written composition presents a clear thesis statement with supporting details which may include specific descriptions, instances, examples, explanations, and conclusions. Writing reports in the content areas is an expanded form of exposition. Such assignments may require the students to analyze, compare, and infer.

Persuasion

A persuasive composition is written to convince, influence, or motivate an individual or group to act in a certain way. The methods of developing this type of composition vary according to the intent of the writer and the response to be elicited from the reader. The students must be able to choose from among the devices of persuasion the method or methods that best support an argument or point of view. Among these methods are the position and the problem and solution approach. A position paper requires that the student take a stance on an issue and provide convincing reasons why the student maintains that position. In a problem and solution paper, the student identifies and explains a problem, then proposes a solution and attempts to provide reasons to convince the reader to accept the solution. In both types of persuasive compositions, the students must be able to explain and support their point of view as well as anticipate and address the readers' reactions. Students may use factual information or their own opinion or point of view to substantiate a position or argument. Evidence, facts, and details are used to elaborate on and support the argument or point of view. The assignment requires the students to judge, reason, compare, and analyze.

Description

In descriptive writing, the aim is to help the reader visualize what is being described. The students may describe a person, place, or object by using details that appeal to the senses to support and elaborate. In addition, they must choose precise terms and vivid parts of speech so that the reader can understand exactly what is intended. In this type of composition, the students may use details to create a mood that appeals to the senses and imagination. Assignments require the students to observe and organize, and to sometimes analyze, compare, contrast, and imagine.

Creative Expression

It is clear that students create whenever they put words down on paper, whether the writing is narrative, descriptive, expository, or persuasive. The term **creative expression** as used in this handbook refers to the personal products of the students' experience or imagination. Writings may be original poetry or prose of a realistic or fanciful, fictional or factual nature.

Although standards and conventions applied to the evaluation of the creative writing assignment should be flexible, the students should be able to transfer and apply skills learned during the writing of structured compositions. Standards discussed and developed in reading, listening, and speaking provide a frame of reference so that the students will be able to choose the appropriate form in which to develop their ideas.

A strong reading and writing connection is fostered as the students are encouraged to develop their ideas and share their ideas with others. The writings of others, including those in the students' reading texts, serve as models to assist the students in selecting appropriate language, usage, style, and format.

Informal Letter Writing

Informal letter writing may involve any of the types of writing: narration, exposition, persuasion, and description as well as creative expression. (See Appendix for **Sample Informal Letter.**)

DESCRIPTION OF INSTRUCTIONAL DESIGN

Objectives

The students are expected to achieve certain objectives at each grade level. The objectives are process and product oriented. The process objective includes prewriting, drafting, revising, editing and proofreading, preparing final copy, and sharing and publishing. The product objectives relate to narration, exposition, persuasion, description, and creative expression. Each semester, four objectives are designated: the process objective is included as one of the four objectives designated for each semester.

Sample Program

Process Objective - Participates in the writing process: prewriting, drafting, revising, editing and proofreading, preparing final copy, sharing and publishing

First Semester

Product Objective	**Assignment**
Narration: writes or dictates for narrative purposes	Personal account of an event
Exposition: writes or dictates for expository purposes	Information-based composition or report
Creative expression: writes or dictates for creative expression	Stories, poems, plays, or skits

Second Semester

Product Objective	**Assignment**
Persuasion: writes or dictates for persuasive purposes	Position or problem and solution
Description: writes or dictates for descriptive purposes	Description: person, place, or object
Creative expression: writes or dictates for creative expression	Stories, poems, plays, or skits

Assignment

The intent of the assignment is to provide a structured writing situation for the type of writing indicated by the objective. The following information should be included in the writing assignment: purpose, audience, and suggested form.

Number

Number indicates how many compositions should be completed by the students during a semester. Although several compositions should be written for a given objective, only one of the compositions might be formally evaluated or rated for reporting purposes.

Length

The length is determined by the grade level and the type of composition. Length is usually specified and helps the students plan and organize the content of the composition.

Standards

The standards provide the basis for formal evaluation of the specific features of compositions. It is important to familiarize the students with the criteria. Formal evaluation, which begins in grade 2, is based upon the following:

- Focus - Does the topic, subject, theme, or thesis clearly relate to the assignment?
- Support - Are all the details, examples, explanations, or reasons elaborated upon or developed?
- Organization - Is a logical plan evident and clear with appropriate length, form, and transitions?
- Conventions - Are sentence structure, paragraph format, usage, punctuation and capitalization, and spelling correct?

THE WRITING PROCESS

To help the students become effective writers, specific instruction in the process of writing must be provided. This process involves the following stages:

- prewriting
- drafting
- revising
- editing and proofreading
- preparing final copy
- sharing and publishing

Prewriting

Prewriting is the first stage of the writing process. This is the time for thinking, planning, and preparing. During the prewriting phase, a decision is made on a topic and the best way to present it. The following activities are included in the prewriting stage:

- generating ideas
- selecting and focusing on a topic
- determining a purpose
- identifying an audience
- gathering related information
- organizing ideas and determining a plan

Generating Ideas and Selecting a Topic. In many instances, teachers facilitate this step by assigning a topic. The students then need to determine the specific aspect of the given topic to develop. At times, the students should have the freedom to select their own topics. Teachers can guide their students in generating ideas for topics through strategies such as the following:

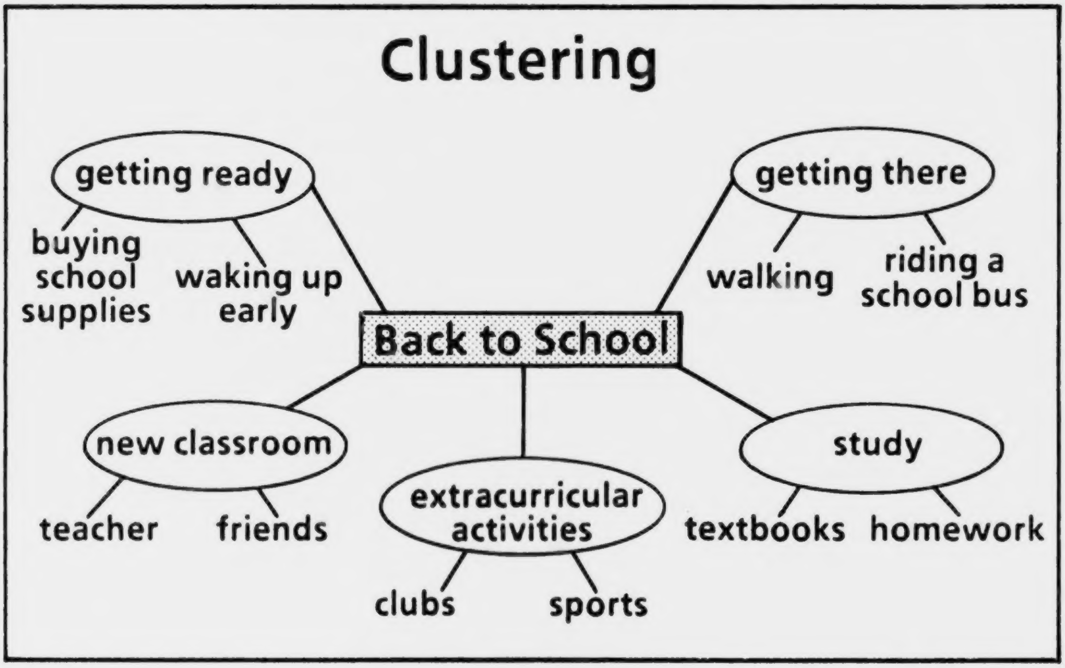
brainstorming
listing
clustering*
mapping**
discussing
studying models
taking notes
reading
making outlines
interviewing
recording thoughts in journals or diaries
drawing pictures
looking at illustrations
free writing

---

* Clustering is an informal method used to chart any ideas or topics generated during brainstorming sessions. (See following page.)

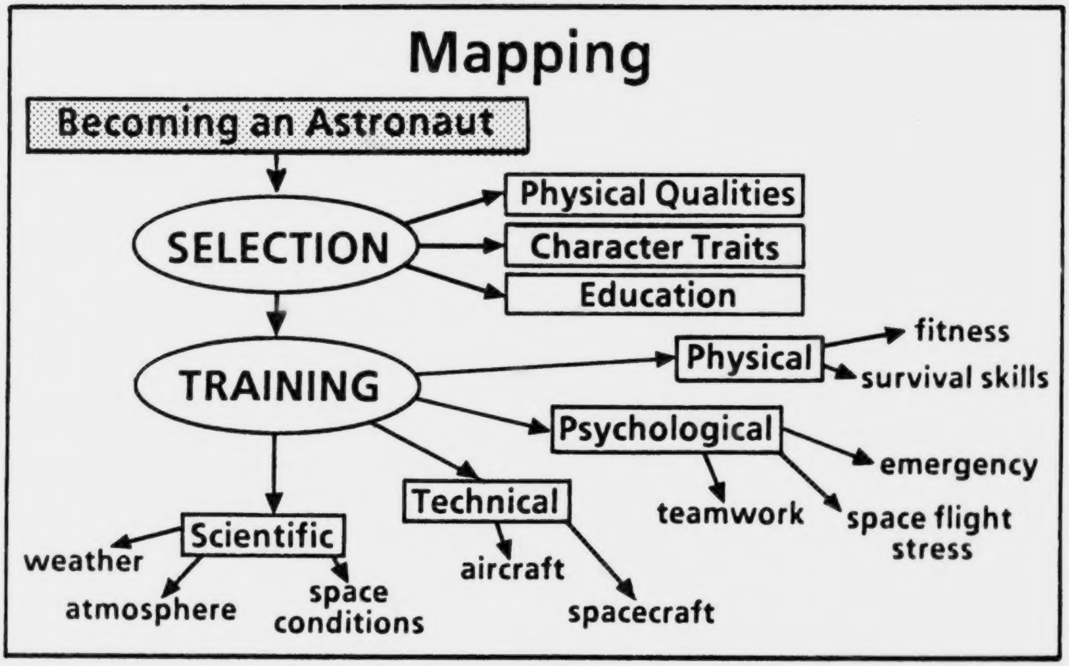
** Mapping is a structured representation of related words and ideas grouped around a central thought or concept which may be used as a prewriting strategy. (See following page.)

Clustering and Mapping



Clustering

Back to School
getting ready
buying school supplies
waking up early
getting there
walking
riding a school bus
new classroom
teacher
friends
extracurricular activities
clubs
sports
study
textbooks
homework



Mapping

Becoming an Astronaut
SELECTION
Physical Qualities
Character Traits
Education
TRAINING
Physical
fitness
survival skills
Psychological
emergency
teamwork
space flight stress
Technical
aircraft
spacecraft
Scientific
weather
atmosphere
space conditions

Determining a Purpose. After a topic has been selected, the student must decide what to say about the topic and determine the purpose for writing. Purpose must relate directly to the effect students expect to have on their readers. Teachers should guide the students in determining a purpose for writing:

- to describe
- to inform or explain
- to narrate
- to persuade
- to entertain
- to record
- to take notes
- to make reminders
- to make lists
- to explore thoughts and feelings

Identifying an Audience. The purpose for writing and the kind of language which will be used in the writing depend on the audience to be addressed. Teachers should help their students decide who will be reading their communications. Identifying an audience will determine the tone of language to use and the quality and quantity of information to include. Students should be encouraged to write for various audiences: themselves, other students, their teachers, their parents, other adults.

Gathering Related Information. In order to develop a topic with a specific purpose for a given audience, the students must contribute information to support the ideas presented. Teachers should provide the students with opportunities to seek information from various sources and help them extract ideas from their prior knowledge and experience.

Organizing Ideas. Another important step in the prewriting process involves organizing the ideas related to the topic and formulating a plan. Teachers may help the students to effectively organize their information by having them determine whether

- the ideas and details relate to the topic and purpose
- new ideas can be added to clarify the purpose
- details can be added to make the writing more interesting
- any ideas or details should be changed or eliminated

Drafting

This stage involves developing a first draft which is a rough presentation of the ideas and details prepared during the prewriting period. In developing this rough draft, the students' main concern should be to present ideas fluidly on paper, keeping the purpose and audience in mind. It is helpful to write the rough draft in pencil on every other line. Revisions of the initial plan may be made in ink as new ideas are generated. Additional drafts reflecting revisions and refinements will be made as the students consult with their peers or the teacher during the revision stage.

Revising

After a first draft is completed, the rewriting or revising stage follows. During this phase, the students review and adjust their work to make certain that

- the topic is maintained throughout
- no unnecessary details are included
- details and ideas are added to clarify the writing
- there are smooth transitions between ideas
- the language used is accurate and descriptive

Reading aloud can be a helpful strategy in revising. Corrections and changes should be noted on the rough draft. Changes in the content, such as rewording and reorganizing, may be in order. Several drafts of a single piece of writing are often needed before the final product is completed. Teachers may choose from a variety of strategies, such as the following, to help the students revise their writings:

- Teacher conferences. Teachers confer with individual students to discuss a paper's specific strengths or weaknesses.
- Editorial groups. Students with teacher-assigned roles of author, editor, and proofreader work cooperatively on each other's writings.
- Peer evaluations. Student pairs or small groups critique each other's writing.
- Group revision. Individual class members read their work aloud to the entire class as other class members ask questions for clarification and elaboration.

Editing and Proofreading

Editing involves refining writing. Excess words and phrases are deleted. Precise terms and vivid parts of speech are substituted for general and ambiguous language. Logical connectors are checked to make sure that sentences are related and that there are smooth transitions between paragraphs.

After all revisions have been made, it is necessary to proofread the writing for errors in sentence structure, paragraph format, usage, punctuation and capitalization, and spelling. Since the kind and frequency of errors change from one level of development to another, it is important that the teacher direct the entire class in proofreading for their most frequent errors. (See Appendix for the **Most Frequent Errors Chart** -- Student Log.)

Proofreading should be an active process with students marking errors on their compositions. Next, the students should proofread their papers individually for additional errors. Teachers should introduce common proofreading marks to the students when appropriate and have them use the marks to proofread and edit their own and each other's work. (See Appendix for **Proofreaders' Marks** charts.)

Prewriting, drafting, revising, and editing and proofreading do not always occur in a linear manner. The steps of the writing process are interrelated and repetitive; therefore, they may occur in a back and forth manner. New ideas may be generated and refined throughout the writing process. Generally, a minimum of five periods are necessary to complete the process. However, application of the process is unique, and flexibility may be allowed as long as the writer's final product meets the needs of the audience and the writer's purpose.

Using Computers

The use of computers for composition writing is increasing rapidly. This form of high technology may be integrated with composition instruction and may facilitate the development of writing skills throughout all stages of the writing process. The use of this form of technology is reflected in the writing samples on pages 152-3, 184-6, and 193.

Preparing Final Copy

After all the revisions have been made, the final version should be carefully written in the appropriate form with the correct heading, margins, and paragraph indentions. This final copy should be written in the students' best handwriting. (See the **Manuscript Handwriting Model** and the **Cursive Handwriting Model** in the Appendix.) The final copy also needs to be proofread.

Sharing and Publishing

The last stage of the writing process occurs when the writing is shared or published and read by the students' intended audience. Teachers should provide different ways in which the students may share their writings:

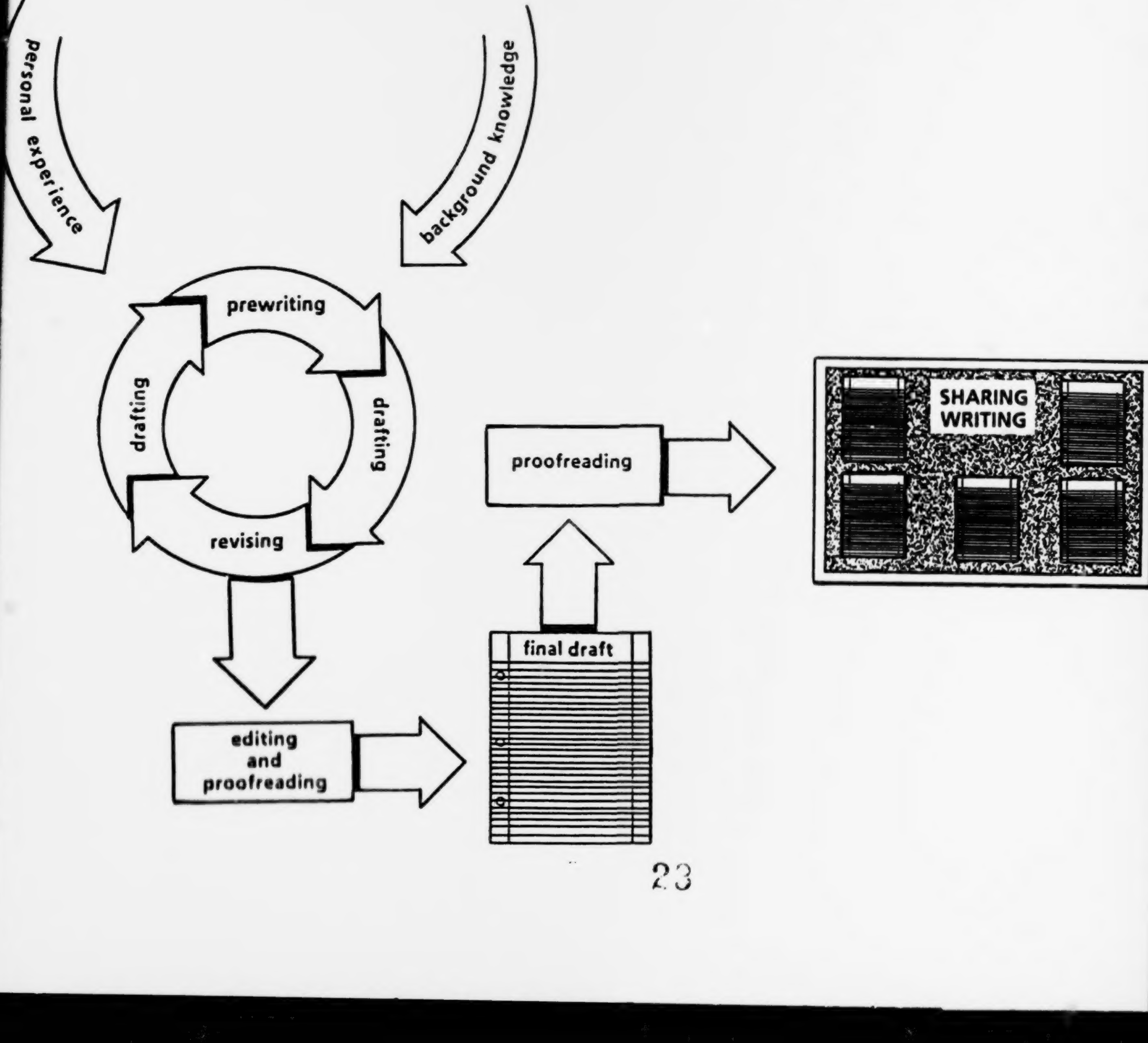
- bulletin board displays
- letters and messages
- book reports
- oral readings
- pen pal clubs
- exchanges with other classes

Teachers should also encourage the students to share their writings through formal publishing. (See Appendix for **Publishers of Student Writing** and **Writing Contests for Students.**) Students should know of opportunities to

- submit their writings to school or community newspapers
- submit their writings to publishers of children's magazines
- enter writing contests
- develop a classroom or school magazine

A graphic representation of the writing process follows.

THE WRITING PROCESS


personal experience
background knowledge
prewriting
drafting
drafting
revising
editing and proofreading
final draft
proofreading
SHARING WRITING

WRITING IN THE CONTENT AREAS

Writing Reports

Writing reports in the content areas is a powerful strategy for extending content area knowledge as well as strengthening writing and critical thinking skills. Meaningful report writing clarifies content and offers opportunities for unexpected insights. This form of writing encourages the students to apply, analyze, synthesize, and evaluate information.

All students, beginning in kindergarten and continuing through grade 8, should be taught how to prepare reports in the content areas. These reports should contain facts obtained from a search for information and should be in the students' own words unless the material is directly quoted and correctly documented. The students should be cautioned to avoid plagiarism. They should be required to use more than one source and should be trained to paraphrase and integrate the information they use in their reports.

Sources of Information

Elementary students should be encouraged to use the following sources:

- almanacs
- archives
- atlases
- books
- business organizations
- diaries
- dictionaries
- encyclopedias
- governmental agencies
- interviews
- journals
- labor organizations
- lectures
- media
- museums
- periodicals
- political organizations
- professional organizations
- public libraries
- special interest libraries
- surveys

Procedure

The procedure for preparing a report follows:

- Select and narrow a topic
- Take notes, using key phrases which include pertinent facts and details and recording the source or reference
- Organize notes, using clustering and mapping strategies to form an outline
- Locate additional information as needed
- Write a first draft
- Revise and edit to improve focus, support, and organization
- Proofread for conventions
- Write the final draft in required format with footnotes and bibliography when appropriate
- Proofread the final copy

Writing is a vital part of the learning process and deserves a place in all content areas. The following suggested products should not only enhance content area learning, but also improve student writing skills:

Mathematics:	Word problems Solutions for problems Schedules Problem analyses
Science:	Observation logs Scientific reports Experiment data Surveys Questionnaires
Social Studies:	Historical logs and journals Personal histories Critiques Commentaries Timelines Biographies Accounts of current events

Literature:	Book reviews Character analyses Scripts to dramatize scenes from books
Art:	Collages of words Scrapbooks Captions for photographs and pictures
Music:	Critiques of musical events Analyses of musical selections
Health and Safety:	Diet diaries Recreational activities logs Procedures for using equipment
Career Guidance:	Career descriptions Job advertisements Resumes and cover letters Application forms
Physical Education:	Announcements and posters for sports events Records of scores and related information Tournament rosters and schedules

WRITING AND THE FAMILY

Parents can effectively help to develop their children's writing skills. Through meetings, conferences, and newsletters, teachers and administrators should share with parents information about the writing program. They should actively and consistently urge parents to:

- Provide paper, pencils, and a place for their children to write
- Read aloud to their children and discuss books, magazine articles, and news stories
- Converse with their children about family routines and activities as well as school events
- Have their children write the following: laundry, grocery, and project lists; study and television schedules; outing plans and itineraries; and telephone messages
- Ask their children questions which sharpen their senses and develop their descriptive, narrative, and analytic skills
- Encourage their children to write appropriate thank-you letters, letters of congratulation, invitation, and condolence
- Expand their children's experiences and vocabulary through excursions to museums, festivals, zoos, concerts, theaters, and libraries. (These outings become more valuable if they are related to current units of study in literature, science, mathematics, and social studies.)
- Provide means of sharing their children's writings with other family members through bulletin boards, folders of work kept through the years, and copies mailed to grandparents, aunts, uncles, or cousins
- Play word games with their children in the car, while doing the dishes, or waiting in line
- Write a family history as a joint family project
- Create family plays and puppet shows
- Give their children diaries and journals as gifts

WRITING IN KINDERGARTEN AND GRADE 1

Introduction

In kindergarten and grade 1, writing instruction should be part of a total language approach. The children should be provided with rich and meaningful experiences to develop oral language competencies and to promote an awareness of the print-to-speech relationship.

When the children discover that writing represents thoughts and words, they attempt their own forms of writing. They draw pictures, scribble, imitate letter forms, and write letters of the alphabet. These initial attempts at writing should not be dismissed as "just scribbling"; they represent the first stage of writing with intent and meaning. Children draw pictures in their initial efforts to communicate their thoughts and feelings. They soon become aware of top-to-bottom and left-to-right directionality and uniformity in letter size and shape. Next, they print random letters of the alphabet to represent people or things. Gradually, they form consonants which relate to the beginning sounds of speech and use spacing to separate the "words." As their literacy develops, the children use their own logic and rules for invented spelling and, at their own rate, incorporate the appropriate conventions.

Teachers should be guided by this developmental process in their writing instruction for kindergarten and grade 1 children. Beginners should have many different types of writing activities. Most important, they should write in any way they can on any topic they wish. They may dictate language experience stories, messages, and letters. They may make picture journals by drawing or cutting and pasting pictures and dictating or writing labels or captions for them. In kindergarten, the children may make lists, record calendar events, and label objects. In first grade, the children may write their own letters, messages, and stories. They may keep journals and write in them regularly to express their thoughts and feelings.

Teachers should encourage the children to share their dictation and early writings. Initially, listeners should make only favorable comments about the dictation or written expression. Later, teachers and classmates may ask questions for clarification, rewording, or elaboration of the dictation or writing attempts.

In evaluating the writings of kindergarten and first grade children, the developmental stages of emerging literacy should be kept in mind. Evaluation should focus on observing and noting each child's progress through the developmental stages. Individual folders of the children's writings should be maintained to show their progress throughout the year. In kindergarten, meaning should be of the foremost importance. Handwriting, spelling, grammar, and mechanics should not be corrected until the children demonstrate confidence in their writing. However, teachers should surround the children with models of exemplary writing. (See Appendix for the **Manuscript Handwriting Model.**)

The series of five writing samples in the section entitled "Developmental Writing" shows the various phases of one kindergarten student's writing as it developed through the school year.

A chart of the objectives for kindergarten follows the samples of developmental writing. The objectives are followed by a group of dictated or written drafts of the types of writing specified in the objectives. These drafts are arranged according to the type of writing designated in the objectives chart. A list of suggested topics for writing assignments completes the kindergarten section.

The components of the section for grade 1 are presented in the same order as those for kindergarten: objectives, drafts, and suggested topics. Note that in the second semester of grade 1, standards are introduced which will be used in future evaluation, although compositions should not receive formal ratings until grade 2.

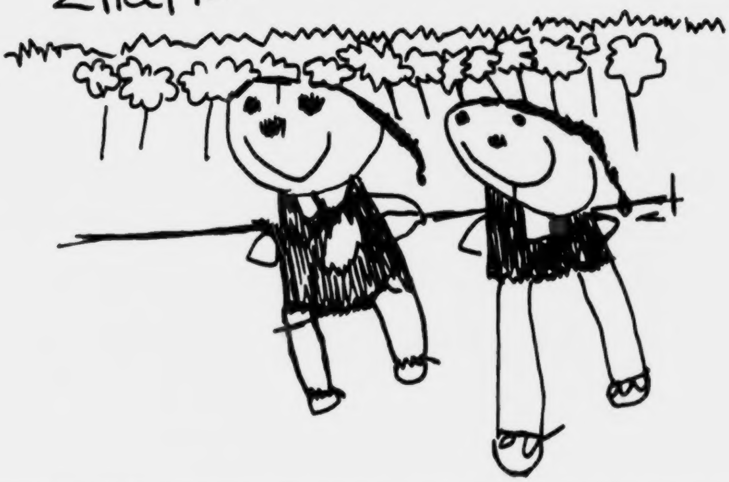
Kindergarten

Developmental Writing

October 1986

Child's Writing :

Zhana

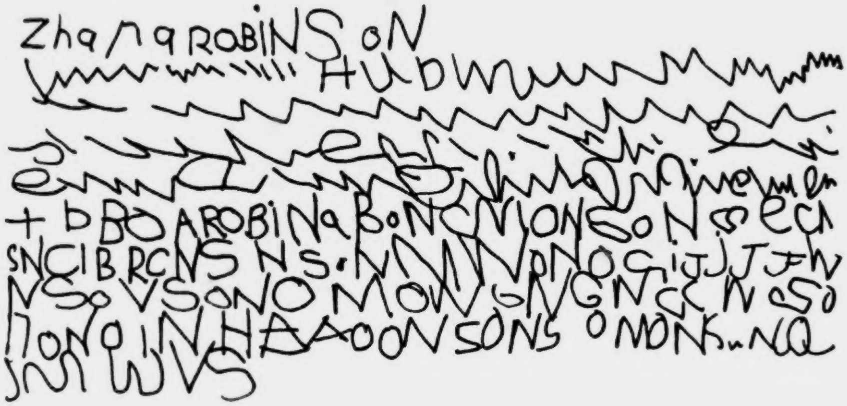


At the beginning of the school year, the child used pictures to tell stories. Scribbles resembling writing above the flowers and the similarity of flower shapes show the child's awareness of writing.

Developmental Writing

December 1986

Child's Writing :



Teacher's Writing :

We saw the firehouse.
We saw a fireman.
They told us about fires.

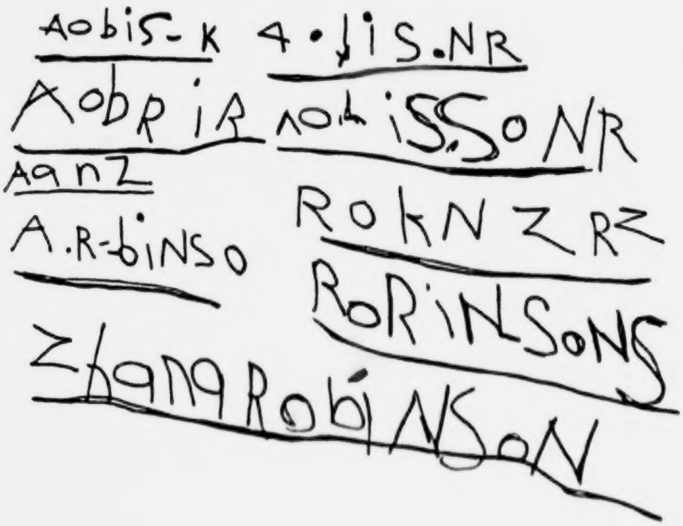
The child wrote a story and read it to the teacher, who then wrote down the child's words.

As the school year progressed, the child learned to write her full name, experimented with other letters, and repeated letter patterns. In December, awareness of letter-sound relationships was not yet shown. Note the scribbling at the beginning of the message.

Developmental Writing

January 1987

Child's Writing :



Aobis-K 4•jiS.NR

AobRiR no.h iSSoNR

AanZ

A.R-binso RokNZRZ

RoRiNSoNS

ZhangRobiNSoN

In January, the child experimented with the letters of her name. She showed left-to-right directionality and separated her words with lines.

Developmental Writing

April 1987

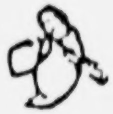
Child's Writing :

Zhana Lena Robinson Room101
A Bee is
yellow and Black
ABee steings A Bee
macs Hone

Teacher's Writing :

A bee is
yellow and black.
A bee stings.
A bee makes honey.

Child's Drawing :



The child wrote the story and read it to the teacher, who then wrote down the child's words.

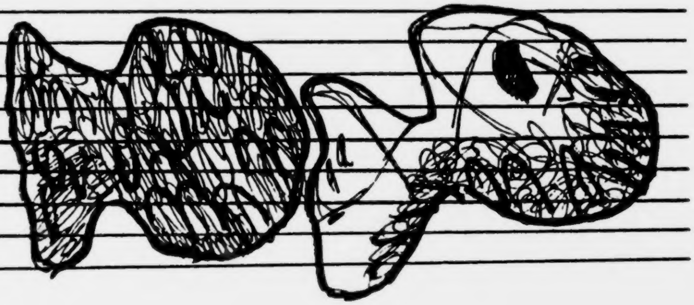
In April, the child used invented spelling and an illustration, separated words, and composed short but complete sentences.

Developmental Writing

June 1987

Child's Writing :

Zhana
Fish can swm.
down in in the sei
zoo is fdn fish is swm
we go to the zoo Wegoig
fish is prt.



Teacher's Writing :

Fish can swim
down in the sea.
A zoo is fun, fish is swimming.
We go to the zoo. We're going.
Fish is pretty.

The child wrote the story and read it to the teacher, who then wrote down the child's words.

At the end of the school year, the child wrote longer, more detailed sentences and sometimes used capitals and periods. She continued to use invented spelling and illustrations.

OBJECTIVES OF THE WRITING PROGRAM

Kindergarten*

Process Objective

Participates in the writing process: prewriting, drafting, and sharing and publishing

First Semester

Product Objective	Assignment	Number	Length	Standards
Dictates or writes for narrative purposes	Personal account of a factual event Audience: classmates, parents, teachers	Two	Flexible	Demonstrates initial attempts at writing: pictures, scribbles, letters, invented spelling, words
Dictates or writes for expository purposes	Labels, titles, and captions on charts and pictures Audience: classmates and teachers	Varies	Varies according to assignment	Demonstrates initial attempts at writing: pictures, scribbles, letters, invented spelling, words
Dictates or writes for creative expression	Rhymes Audience: classmates, parents, teachers, other adults	Two	Flexible	Demonstrates initial attempts at writing: pictures, scribbles, letters, invented spelling, words

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*In kindergarten and grade 1, evaluation of the child's achievement focuses on each child's progress through the various stages of beginning writing.

Kindergarten

Second Semester

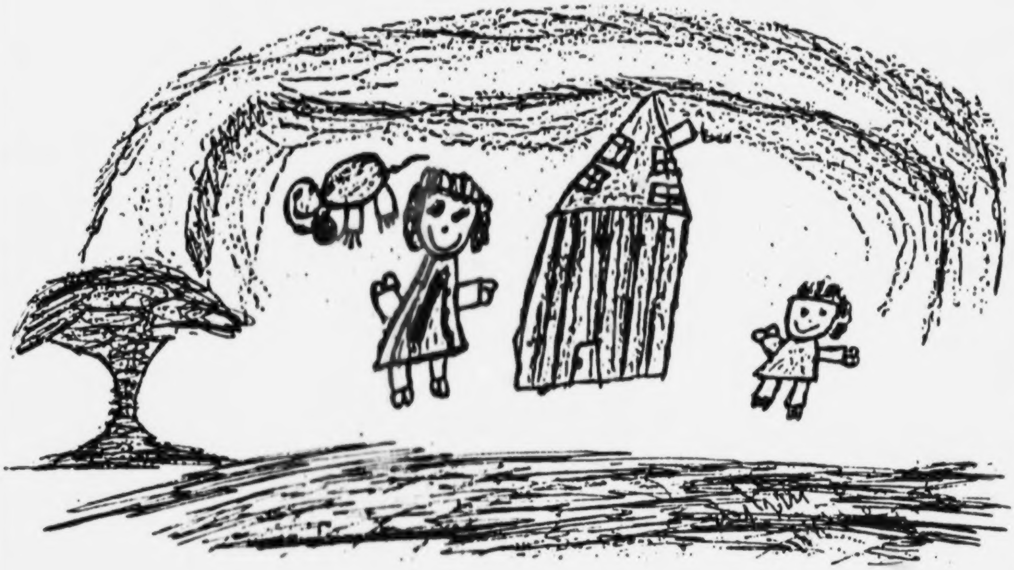
Product Objective	Assignment	Number	Length	Standards
Dictates or writes for persuasive purposes	Requests: messages and letters Audience: friends and parents	Two	Flexible	Demonstrates initial attempts at writing: pictures, scribbles, letters, invented spelling, words
Dictates or writes for descriptive purposes	Description of a person, place, or object Audience: classmates, parents, teachers	Two	Flexible	Demonstrates initial attempts at writing: pictures, scribbles, letters, invented spelling, words
Dictates or writes for creative expression	Fantasy stories Audience: classmates, teachers, parents	Two	Flexible	Demonstrates initial attempts at writing: pictures, scribbles, letters, invented spelling, words

Kindergarten

Narrative Composition Draft

Child's Writing :

Madeline's Rescue



Teacher's Writing :

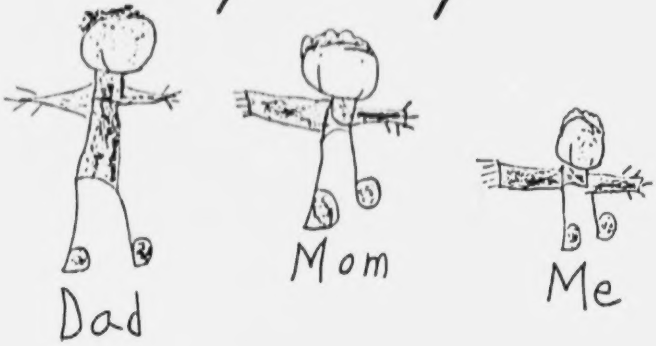
Madeline fell into the bridge.
The dog saved her.
The dog had to leave because
of the manager of the school.

The child draws a picture and dictates to the teacher a story about the picture. The teacher writes down the child's story.

Kindergarten

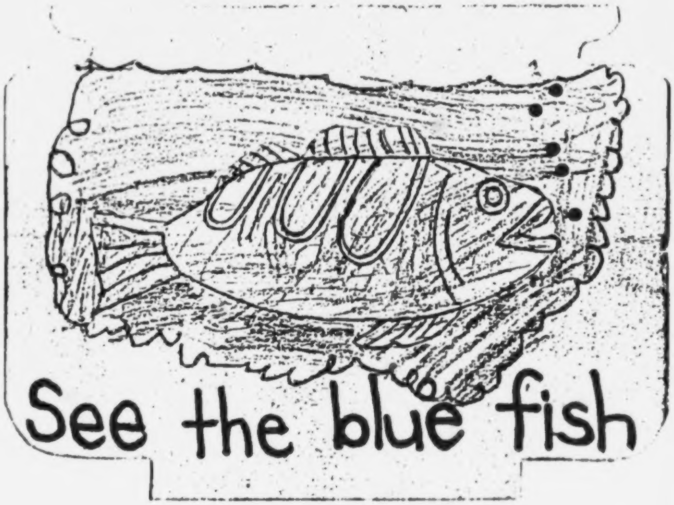
Expository Composition Drafts

Teacher's Writing : My Family



Child's Writing : Dad

The child draws a picture, writes labels for the family members, and dictates the title to the teacher.



Teacher's Writing : See the blue fish

The child draws a picture and dictates the caption to the teacher.

Kindergarten

Creative Expression Draft

Teacher's Writing :

I have a frog.
He was eaten by a dog.

There once was a bunny.
He liked to eat honey.

We like to run.
It is fun.

Nina has a boat
that can float.

My father caught a fish
and Mama put it in a dish.

Children dictate two-line rhymes to the teacher.

Kindergarten

Persuasive Composition Drafts

Teacher's Writing :

Dear Mother,
We are going on a field trip.
It is going to be a trip to the
zoo. We want you to come with us.

(Name)

Dear (Name),
Would you like to come over to
my house to play ball? Later
we can go to Riverdale Park.

Love,
(Name)

Children dictate letters of request.

Child's Writing :

WEN HUSF.D
LTr.PSS

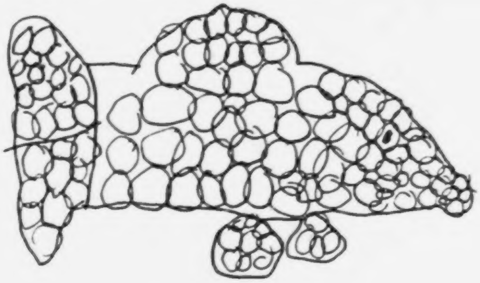
Teacher's Writing :

We need hamster food,
litter, puffs.

The child writes a shopping list using invented spelling. At this stage, initial and final letters are included.

Kindergarten

Descriptive Composition Draft



Child's Writing :

AFICD
FISh HAS
GILS.
AN DACALS
AN GLL.
CUR
AND
FINS
AND
IZE

Teacher's Writing :

A Fish

A fish has gills
and scales
and gill covers
and fins
and eyes.

The child draws a picture and writes a description using invented spelling. At this stage, vowels are included in most words.

Kindergarten

Creative Expression Draft

Child's Writing :

OVaP J8RWX
avga 8a
WanLi
anSK MQ
aqNX N WO
WO X V WW
W O M O

Teacher's Writing :

The dinosaur is swimming in the water.
He splashed the water.
The dinosaur wants to catch fish.

The child writes a story and "reads" it to the teacher. The teacher writes down what the child "reads." This story is represented by a series of letters which may be the child's initial attempts at invented spelling.

Suggested Topics

Kindergarten
(Dictation or Writing)

Beginners should write about topics of their own choosing so that their writing has real meaning for them. The topics listed may be used to stimulate dictation or writing.

Narration

- Tell about a visit to the home of a friend or relative.
- Tell about your first day at school.
- Tell about a time you fell and hurt yourself.

Exposition

- Mix paint of two different colors and tell what happens.
- Draw pictures of a car and a boat, label them, and tell how they are different.
- Draw a picture of traffic lights, color and label them, and explain what each color means.

Persuasion

- Ask your teacher to read a special story to the class.
- Tell your parents why you should have a pet.
- Ask a relative to go with your class on a field trip.

Description

- Describe the United States flag.
- Describe your favorite fruit.
- Describe a school bus.

Creative Expression

- Complete a poem using a rhyming word.
- Tell a make-believe story about a favorite cartoon.
- Tell a story about a toy that comes alive.

Grade 1

OBJECTIVES OF THE WRITING PROGRAM

Grade 1

Process Objective

Participates in the writing process: prewriting, drafting, and sharing and publishing

First Semester

Product Objective	Assignment	Number	Length	Standards
Dictates or writes for narrative purposes	Personal account of a factual event Audience: peers and adults	Two	Flexible	Demonstrates developmental progress in writing: letters, invented spelling, words, sentences
Dictates or writes for expository purposes	Information-based composition Audience: peers and adults	Two	Two or more sentences	Demonstrates developmental progress in writing: letters, invented spelling, words, sentences
Dictates or writes for creative expression	Story Audience: peers and adults	Two	Two or more sentences	Demonstrates developmental progress in writing: letters, invented spelling, words, sentences

Grade 1

Second Semester*

Product Objective	Assignment	Number	Length	Standards
Writes for persuasive purposes	Requests: messages and letters Audience: friends, parents, other adults	Two	Two or more sentences	States nature of request States reasons for approval of request Uses persuasive language and message or letter form Forms complete sentences
Writes for descriptive purposes	Description of a person, place, or object Audience: classmates, parents, teachers	Two	One paragraph: three or more sentences	Identifies what is being described Contributes related details Uses paragraph form Capitalizes proper names and first letter in a sentence Uses periods correctly
Writes for creative expression	Original story Audience: classmates, parents, teachers	Two	Flexible	States a clear main idea Provides details to expand the story Maintains logical sequence Uses capital letters, periods, and question marks correctly

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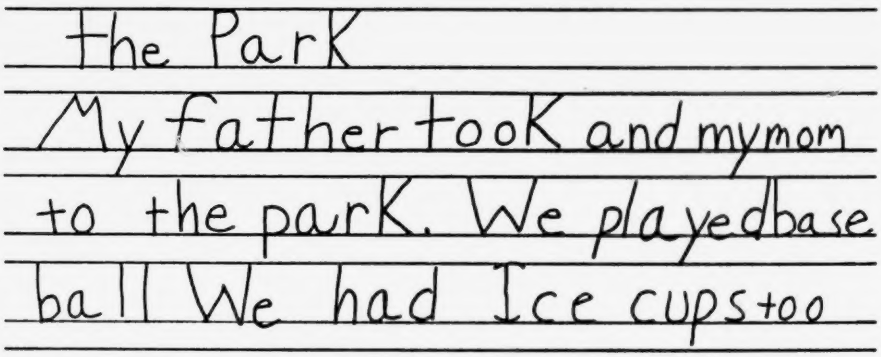
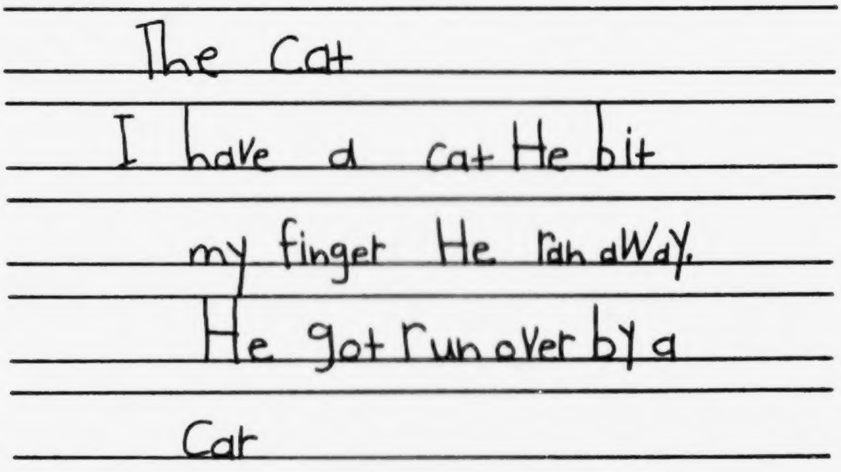
*Standards for each objective are presented in the second semester of grade 1 to prepare the children for formal assessment of their writing, which begins in grade 2.

Grade 1

Narrative Composition Drafts


the ParK
My father tooK and mymom
to the parK. We playedbase
ball We had Ice cups too

The child demonstrates developmental writing ability by giving a personal account of a factual event.


The Cat
I have a cat He bit
my finger He ran away.
He got run over by a
Car

The child demonstrates developmental progress in writing a personal account of a factual event.

Grade 1

Expository Composition Drafts

The Earth do have water
we live in the Earth

The child demonstrates developmental writing ability by writing two complete sentences in an information-based account. Punctuation is not used yet.

The Moon

The moon is big
The Moon is bright.
The Moonis high in
the sky.

The child demonstrate's developmental progress by writing more than two sentences in an information-based composition.

Grade 1

Creative Expression Drafts

Wally The Walrus
Santa picked Wally to lead his
sled Wally thing Santa is crazey
He cannot even get off the
ground Wally The Walrus

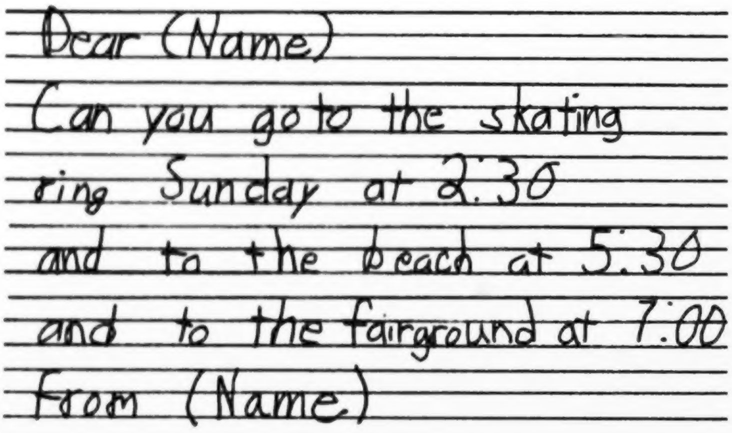
The child tells a fantasy story in two or more sentences.

Basketball
The basket ball game was
fun. They bounced The ball.
they threw it in the basket
They played a good game.

The child writes a realistic story in two or more sentences.

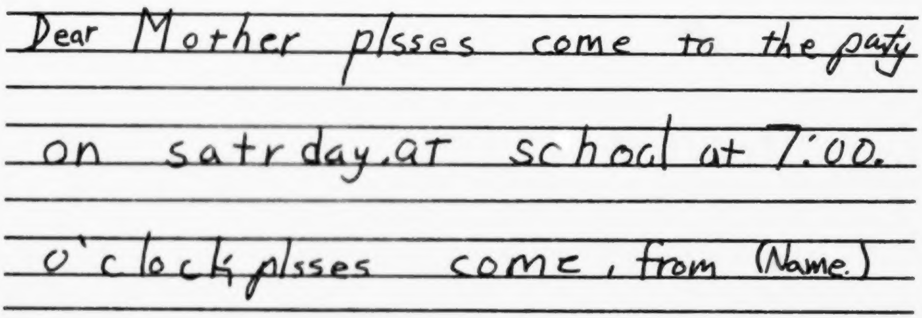
Grade 1

Persuasive Composition Drafts



Dear (Name)
Can you goto the skating
ring Sunday at 2:30
and to the beach at 5:30
and to the fairground at 7:00
From (Name)

The child uses letter form to write a one-sentence request. Persuasive language is not yet used.

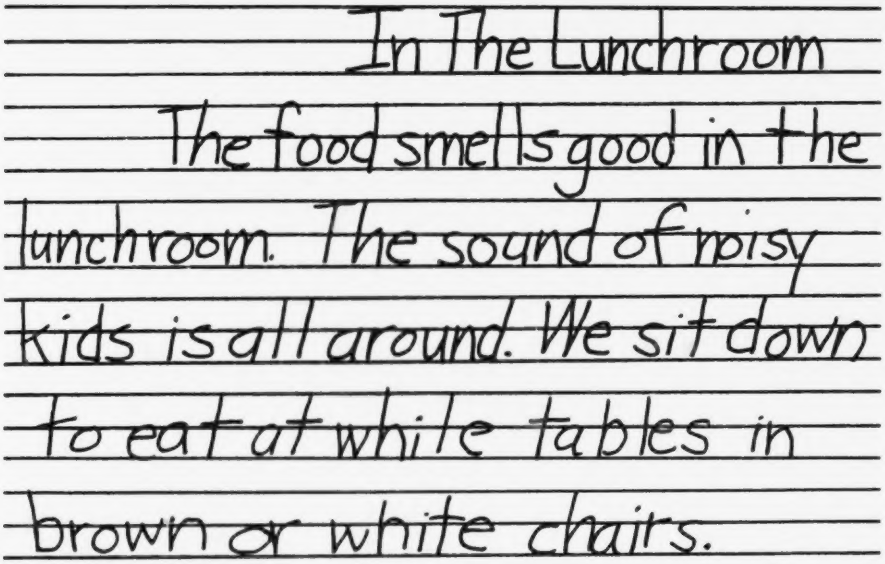


Dear Mother plsses come to the paty
on satrday.at schoal at 7:00.
o'clock plsses come, from (Name.)

The child uses persuasive language in a clearly stated request. Invented spelling is used for some words. Letter form is not observed.

Grade 1

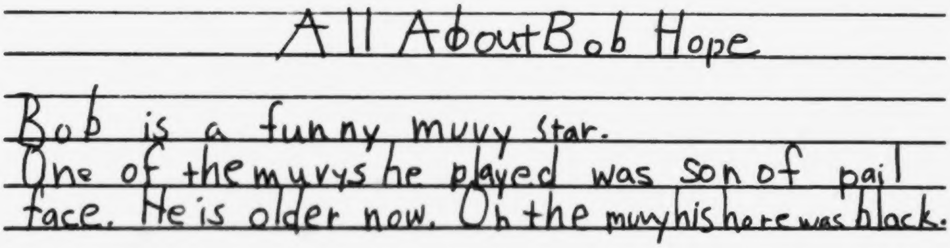
Descriptive Composition Drafts



In The Lunchroom

The food smells good in the lunchroom. The sound of noisy kids is all around. We sit down to eat at white tables in brown or white chairs.

The child implies a description of the lunchroom but includes related details. Paragraph form, capitalization, and punctuation are used correctly.



All About Bob Hope

Bob is a funny muvy star.
One of the muvys he played was son of pail face. He is older now. On the muvy his here was black.

The subject is identified at the beginning. The child uses invented spelling and correct capitalization and punctuation.

Grade 1

Creative Expression Drafts

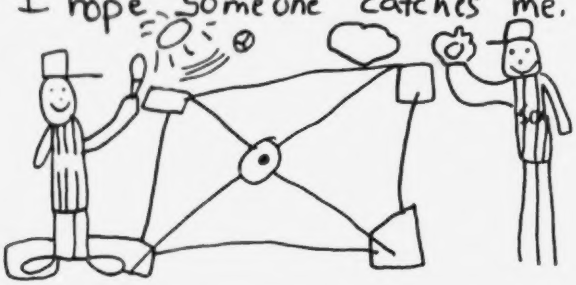
My Mother and I

My Mother and I
saw some stars up in
the sky. We read stories
about the stars we saw.
The stars were white
and beautiful.

The child uses realistic, supportive details to expand on a main idea. Punctuation and capitalization are used correctly.

If I was a Baseball

If I was a Base ball I would be hit a lot during the Spring and summer time. I like being a Base Ball because I could see high in the sky. When I'm coming down from the air I hope someone catches me.



The child provides details and uses logical order to write an original story. Punctuation and capitalization are used correctly.

Suggested Topics

Grade One

Narration

- Tell about a scary happening.
- Tell about the time you received a special present.
- Tell about something that happened to a pet.

Exposition

- Explain how you should dress on a cold winter day.
- Compare a sunny day to a rainy day.
- Draw and label pictures to show how a tree changes each season.

Persuasion

- Invite a friend to your home to play.
- Ask the fire chief to let your class visit the fire station.
- Convince your teacher to let you celebrate your birthday in the classroom.

Description

- Describe a pet or a favorite animal.
- Describe the house or building in which you live.
- Describe the sky on a rainy day.

Creative Expression

- Make up a different ending to a fairy tale.
- Make up a story to go with a picture.
- Make up a poem describing the rainbow.

WRITING IN GRADES 2-8

Introduction

By grade 2, students increasingly use writing as an integral part of their language experience in all the content areas. Through listening, speaking, and reading, they generate ideas and obtain information which they use in their writing. They recount experiences and impressions, and express reactions and feelings. They write to clarify their own thinking processes. It is at this time that they receive formal instruction in the steps of the writing process. Instruction also begins to focus more emphatically on the types of writing and the conventions essential to effective written expression.

The writing objectives for grades 2-8 are presented in this section. These objectives form the basis for instruction in the writing program. The objectives and the related standards correspond to the level of development of the writing.

Formal assessment of student compositions begins in grade 2. To assist teachers in the assessment process, drafts of student compositions are presented for each grade level. These drafts are of varying levels of competency and represent each of the types of writing indicated in the objectives for each semester--narration, exposition, persuasion, description, and creative expression. Evaluations were made and ratings were given by Chicago Public Schools teachers, using an analytic and holistic approach for each composition. A list of suggested topics for writing assignments is presented at the end of each grade section.

Assessment

The students should be encouraged to write daily for multiple purposes and audiences. Students should be provided with the criteria for rating and should be informed as to how the criteria are used to evaluate their compositions. Teachers cannot effectively assess every piece of writing a student produces. However, during the semester, at least one representative sample of each writing objective should be collected for formal assessment.

The formal assessment of student achievement of the product objectives should include both an analytic and a holistic rating of student compositions. The analytic component of the rating involves an examination of the following features: focus, support, organization, and conventions. Assessment of these features provides a diagnostic tool for instruction by determining student strengths and weaknesses in given areas. Each of the features is rated on a five-point scale; 5 is the highest, 1 is the lowest. Evaluation standards for each of the features are discussed on the following pages.

The holistic component of the rating is an overall summary that examines the composition as a complete product. This assessment enables the teacher to determine the degree of success with which the student achieved the stated objective. This rating provides a basis for the report card mark. The holistic component is also rated on a five-point scale; 5 is the highest, 1 is the lowest.

This section of the handbook provides guidelines for formal assessment of student compositions. Included are the following:

- Descriptions of the features which provide the basis for well-constructed compositions
- Rating procedures for the individual features
- Rating procedures for an overall evaluation
- **The Rating Standards in Chart Form**

The Analytic Component

Focus

A well-formed composition presents a topic that is clear and well-defined. The composition has a unified opening and summary. The rating scale for evaluating the focus follows; 5 is the highest, 1 is the lowest.

5 - The topic is clear. The main idea and the major points to be developed are explicitly stated in the opening. The opening and concluding statements are related to the content of the text and to each other.

4 - The topic is clear. The main idea is explicitly stated; however, the major points developed are not all included in the opening. There is a concluding statement that supports the main idea, but the relationship may have to be inferred.

3 - The topic is clear. The main idea may be explicitly stated or inferred. The major points developed are not all included in the opening. Irrelevant ideas are included. The conclusion may be lacking or unrelated.

2 - The topic is clear. The main idea is not explicit and must be inferred. Major points are not stated. There is no conclusion.

1 - The topic is not clear. The main idea cannot be determined.

Support

A well-formed composition includes details supporting the main idea and the subtopics. Additional information is provided through the use of reasons, examples, and explanations. The rating scale for evaluating the support follows; 5 is the highest, 1 is the lowest.

5 - There are details, examples, reasons, and explanations directly linked to the main idea. Major points are also elaborated upon and explained thoroughly through further details. All the reasons, examples, and explanations are in-depth, accurate, and appropriate.

4 - There are sufficient details, examples, reasons, and explanations directly linked to the main idea. Major points are not equally elaborated upon or explained. Much of the support given is adequate, accurate, and appropriate.

3 - Some details are provided for the main idea and for some major points. Some points may be questionable. The support may be general or be a list of details.

2 - Support is attempted, but few of the major points are elaborated upon. Little of the support is precise or clear. Some points may be inaccurate or redundant.

1 - There is little or no support. Support is very confusing and may include many inaccuracies.

Organization

A well-formed composition exhibits a clear structure or plan of development. The ideas are logically sequenced and related. Fully developed compositions use paragraphs and transitions to signal the plan. The length of the composition is appropriate to the grade level and the assignment. The rating scale for evaluating the organization follows; 5 is the highest, 1 is the lowest.

5 - The plan of the composition is clear. Major points are developed into accurate paragraphs. The movement is also signaled by the use of transitional words and phrases. All points are logically developed and interrelated with no digressions.

4 - The plan of the composition is clear. Most of the major points are developed into accurate paragraphs. There are some transitional words and phrases. Most points are logically developed. There may be a few digressions or gaps.

3 - The plan is noticeable, but it must be inferred. It may be incomplete. There may be some inappropriate paragraphing. Only some major points are signaled by transitions. There may be some digressions or gaps.

2 - A plan is attempted, but it is not clear. There are few or no transitions and few logically sequenced points. Paragraphing is inappropriate.

1 - There is no evidence of a plan. Almost no points are logically related.

Conventions

A well-formed composition exhibits correct sentence structure, paragraph format, usage, punctuation and capitalization, and spelling. These conventions spiral through the grade levels and are evaluated on a cumulative basis. Major errors in conventions interfere with communication and include those conventions which students are expected to have mastered at their instructional level. Minor errors do not interfere with communication. They include errors due to obvious carelessness or those involving conventions which students are not yet expected to have mastered. The rating scale for evaluating the conventions follows; 5 is the highest, 1 is the lowest.

5 - There are no major errors. There are few or no minor errors.

4 - There are a few major errors and some minor errors.

3 - There are some major errors and numerous minor errors.

2 - There are many major errors, causing confusion.

1 - Errors are so numerous and serious that they interfere with communication.

Errors in Conventions

Sentence structure	. Lack of subject and verb agreement . Run-on sentences . Sentence fragments . Omitted words
Paragraph format	. Delineation of paragraphs by titles and numbers . Inconsistency of paragraphing
Usage	. Incorrect use of common words . Homonym errors . Incorrect pronoun reference . Confusing tense shifts
Punctuation and Capitalization	. Incorrect or lacking
Spelling	. Misspelled common words for grade level

The Holistic Component

Overall Rating

The purpose of the holistic rating is to form a general evaluation of how well the student achieved the assigned writing task. The teacher must read the paper through from beginning to end and make a judgment based on how well the student met the standards of the features. The rating scale for the holistic component follows; 5 is the highest, 1 is the lowest.

Overall Rating	Focus, Support, Organization	Conventions
5	Two features must be a 5; one may be a 4	Must be 4 or above
4	Two features must be a 4; one may be a 3	Must be 3 or above
3	Two features must be a 3; one may be a 2	Must be at least a 3
2	Two features must be a 2; one may be a 1	Must be at least a 2
1	Two features must be a 1; one may be a 2	Generally will be no higher than a 2

For convenience in the assessment procedure, **The Rating Standards in Chart Form** is presented on the following pages.

The Rating Standards in Chart Form

Features		5 (High)	4	3	2	1 (Low)
FOCUS	**Topic, subject, theme, or thesis**	Clear	Clear	Clear	Clear	Not clear
	Main idea	Explicit; stated in opening	Explicit; stated	Explicit or inferred	Identifiable, but must be inferred	Not clear
	Major points	Explicit; states in opening and related to content and closing	All not included in opening	Some missing or irrelevant ideas in opening	Not stated	Not present
			Relationship of opening and closing may be inferred	Opening and closing statements unrelated or missing	No conclusion	
SUPPORT	**Details, examples, explanations, reasons**	Thorough; almost all points detailed and linked to main idea	Sufficient; most points detailed and linked to main idea	Partial; some points detailed	Minimal; few points detailed	Little or no detail
	Depth, specificity, accuracy	In-depth, accurate, and appropriate	Most details adequate and appropriate	Some points may be questionable; may be just a list of details	May be inaccurate or redundant; not precise or clear	Confusing, inaccurate

The Rating Standards in Chart Form

Features		5 (High)	4	3	2	1 (Low)
ORGANIZATION	**Plan**	Clear	Clear	Clear or inferred	Attempted	None
	Signals	Thorough and accurate use of paragraphs and transitions	Sufficient and accurate use of paragraphs and transitions	Uneven use of paragraphs and transitions	Few or no transitions	Not evident
	Logic	All points logical and interrelated	Most points logical and interrelated	Some points logical, some interrelated	Few points logical, few interrelated	No points logical or interrelated
	Length*	Appropriate	Appropriate	Appropriate	Not appropriate	Not appropriate
CONVENTIONS	**Grade-level emphasis**	No major errors Few minor errors	Few major errors Few minor errors	Some major errors Some minor errors	Many major errors Many minor errors	Many major errors Many minor errors
OVERALL RATING		Meets the assignment	Meets the assignment	Meets the assignment	Does not meet the assignment	Does not meet the assignment
	Focus **Support** **Organization**	Two features must be a 5; one may be a 4	Two features must be a 4; one may be a 3	Two features must be a 3; one may be a 2	Two features must be a 2; one may be a 1	Two features must be a 1; one may be a 2
	Conventions	Must be a 4 or above	Must be a 3 or above	Must be a 3	Must be at least a 2	Generally will not be above a 2

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*See objectives chart for each grade level for specific length.

Grade 2

OBJECTIVES OF THE WRITING PROGRAM

Grade 2

Process Objective

Participates in the writing process: prewriting, drafting, revising, editing and proofreading, preparing final copy, sharing and publishing

First Semester

Product Objective	Assignment	Number	Length	Standards
Writes for narrative purposes	Personal account of an event composition Audience: peers and adults	Two	Flexible	States main idea Provides related details Uses sequential order Uses complete sentences
Writes for expository purposes	Information-based composition Audience: peers and adults	Two	One or more paragraphs	States topic clearly Provides significant facts Uses paragraph form Uses beginning capitalization and ending punctuation
Writes for creative expression	Original imaginative story Audience: peers and adults	Two	One or more paragraphs	Maintains a clear main idea Provides supporting details Uses logical organization Spells words appropriate for grade level

Grade 2

Second Semester

Product Objective	Assignment	Number	Length	Standards
Writes for persuasive purposes	Position composition Audience: peers and adults	Two	One or more paragraphs	States one position clearly Uses several supporting reasons or examples Uses paragraph form Uses correct subject and verb agreement
Writes for descriptive purposes	Descriptive composition: person, place, or object Audience: peers and adults	Two	One or more paragraphs	Identifies subject of the description Provides descriptive details Organizes ideas logically Uses appropriate capitalization and punctuation
Writes for creative expression	Wish-fulfillment situation Audience: peers and adults	Two	Flexible	Presents clear main idea Uses descriptive language and sensory images Connects sentences and ideas logically Spells words appropriate for grade level

Grade 2

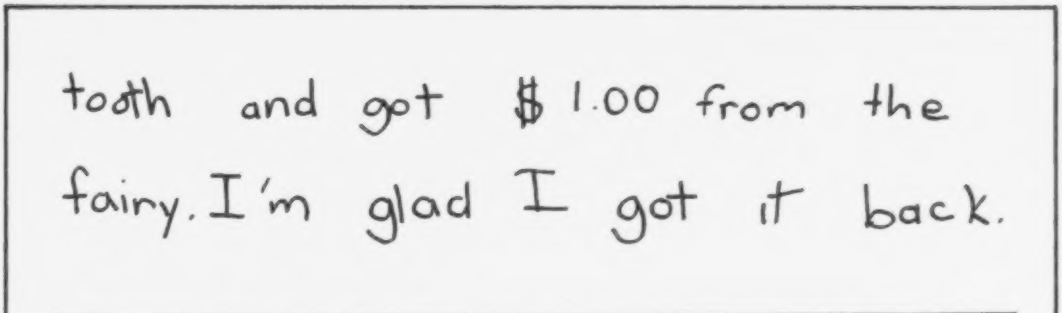
Narrative Composition Draft **Rating: 5**

My Lost Tooth

One day my beautiful,white baby tooth fell out from the front of my mouth,I put it down on the table and went to look for my tooth fairy pillow to put it in. When I came back for my tooth,it wasn't there,I looked all over for it,I looked under things and moved things. Suddenly,I saw my cat with ~~my~~ tooth in his mouth. What a thief! I rescued my

Grade 2

Narrative Composition Draft **Rating: 5**



tooth and got $1.00 from the fairy. I'm glad I got it back.

FOCUS - 5 A single event is narrated, and the student comments on it.

SUPPORT - 5 The student uses appropriate details and imagery.

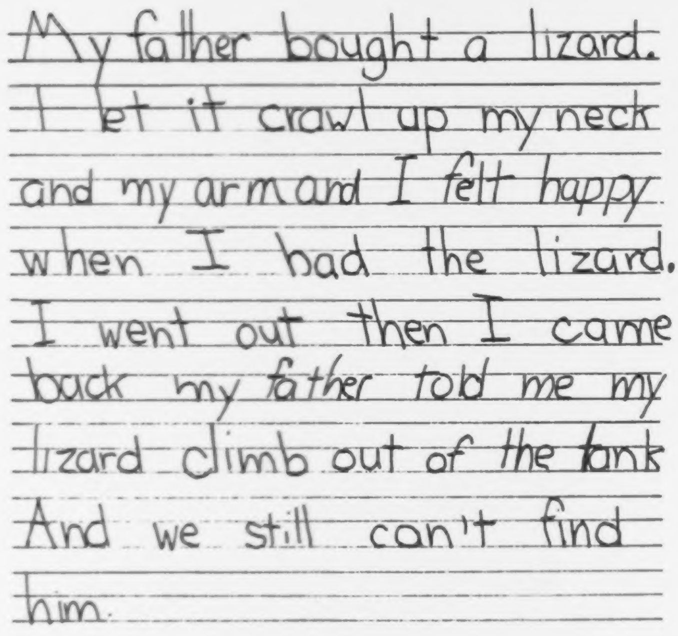
ORGANIZATION - 5 A clear plan is evident. All points are logically developed and interrelated.

CONVENTIONS - 5 There are a few minor usage errors.

OVERALL - 5 This is a well-formed composition. The progression of the action and the reaction are logical and explicitly signaled.

Grade 2

Narrative Composition Draft **Rating: 3**



My father bought a lizard.
I let it crawl up my neck
and my arm and I felt happy
when I had the lizard.
I went out then I came
back my father told me my
lizard climb out of the tank
And we still can't find
him.

FOCUS - 3 The event is identified, and there is a reaction.

SUPPORT - 2 The student should have included more elaboration about the event.

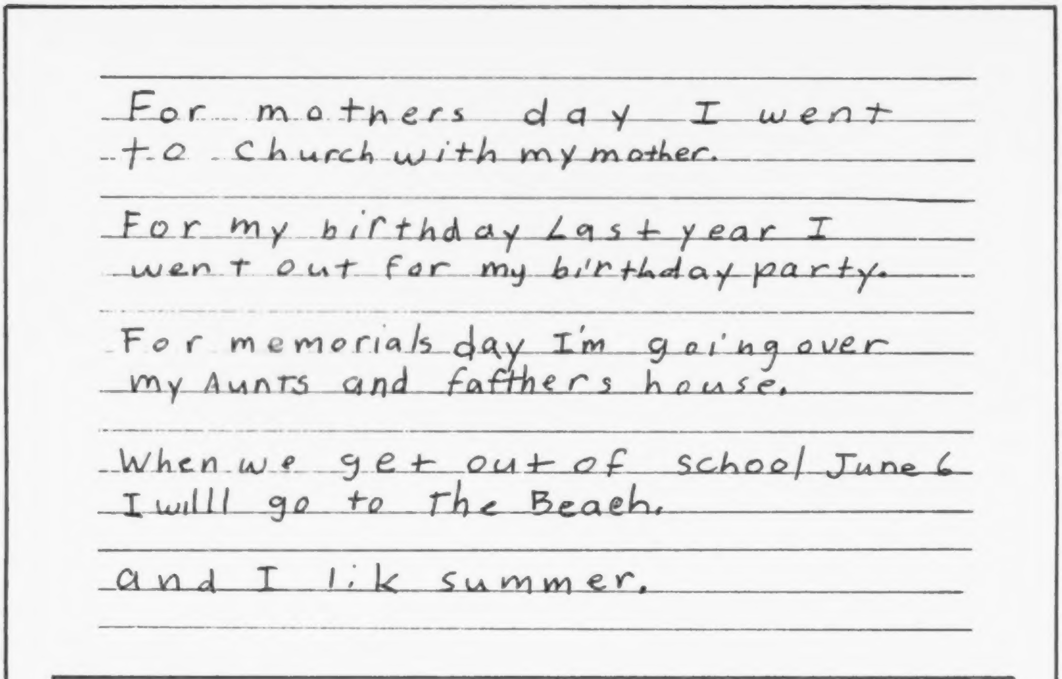
ORGANIZATION - 3 The plan is noticeable. There are some logically connected points and some points signaled by transitions.

CONVENTIONS - 3 There are some major errors in the use of run-on sentences and lack of subject and verb agreement.

OVERALL - 3 This paper is partially developed. More details of the event should be included.

Grade 2

Narrative Composition Draft **Rating: 1**



For mothers day I went to Church with my mother.

For my birthday Last year I went out for my birthday party.

For memorials day I'm going over my Aunts and fafthers house.

When we get out of school June 6 I willl go to The Beach.

and I lik summer.

FOCUS - 1 The focus should be on one event. This is a list of events with no connection.

SUPPORT - 1 The student does not provide details for any of the events listed.

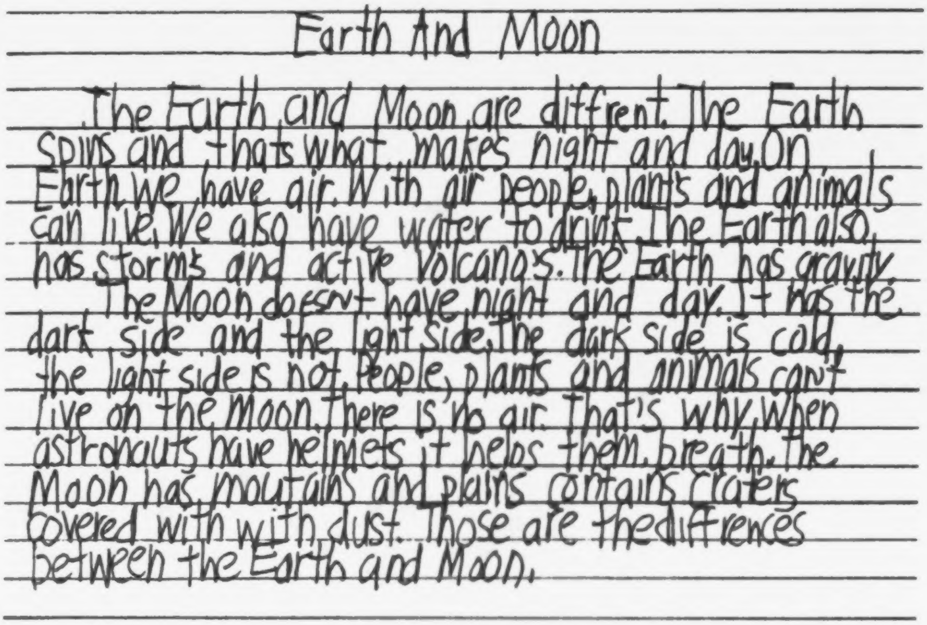
ORGANIZATION - 1 The narrative has no clear plan. The assignment requires the student to focus on one special event or experience.

CONVENTIONS - 1 There is inappropriate use of capital letters (Last, Beach). There are many major and minor errors, causing confusion.

OVERALL - 1 The subject, plan, and story line are not clear. Many events are listed with no supporting details.

Grade 2

Expository Composition Draft **Rating: 5**



Earth And Moon

The Earth and Moon are diffrent. The Earth Spins and thats what makes night and day. On Earth we have air. With air people, plant's and animals can live. We also have water to drink. The Earth also has storm's and active Volcano's. The Earth has gravity.

The Moon doesn't have night and day. It has the dark side and the light side. The dark side is cold, the light side is not. People, plants and animals can't live on the Moon. There is no air. That's why, when astronauts have helmets it helps them breath. The Moon has moutains and plains contains craters covered with with dust. Those are the diffrences between the Earth and Moon.

FOCUS - 5 The main idea is stated in the opening. The opening and closing statements relate well. There is a general statement of the main points.

SUPPORT - 5 The student uses descriptive details which are further supported with in-depth elaborations (earth spins ... night and day, there is no air ... astronauts have helmets).

ORGANIZATION - 4 The student uses a clear plan with no digressions. More transitional words and phrases should be used.

CONVENTIONS - 5 There is inappropriate use of capital letters (Earth, Moon), but the convention errors do not interfere with communication.

OVERALL - 5 The student provides accurate and appropriate details to support the main idea. More transitions should be used.

Grade 2

Expository Composition Draft **Rating: 3**

The Earth and the Moon

The earth and the moon isnot the same. The moon has low gravity the moon doesnot have air to breathe. The earth has air to breathe. The moon doesnot have plants. The moon and the earth isdifferent The moon does not have people. The moon doesnot have water. The earth doeshave water. The moon does not have dirt. The gets its sunlight from the sun.

FOCUS - 3 The topic is clear. The student does identify the focus of the writing (The earth and the moon is not the same). There is no closing statement.

SUPPORT - 3 The student attempts to develop differences, but does not elaborate thoroughly enough to show these differences.

ORGANIZATION - 2 A plan of writing is not clear. The sequence of comparisons does not follow a particular, logical order.

CONVENTIONS - 3 There are errors in subject and verb agreement (... is not ... is different). There is a word omitted in the last sentence which causes some confusion (The gets ...).

OVERALL - 3 The focus of the writing is clear. There is no closing statement to unify the topic. The student does not follow a clear plan of organization. The ideas are listed without logical order. Some convention errors cause confusion.

Grade 2

Expository Composition Draft **Rating: 1**

The moon make out of dirt.
It is make out of rock.
It have a big hocrll.
The moon is make out of rook

FOCUS - 1 The student does not fullfill the assignment of comparing the earth and the moon. A main idea is not clear or evident.

SUPPORT - 1 The student does not provide significant facts to support the main idea.

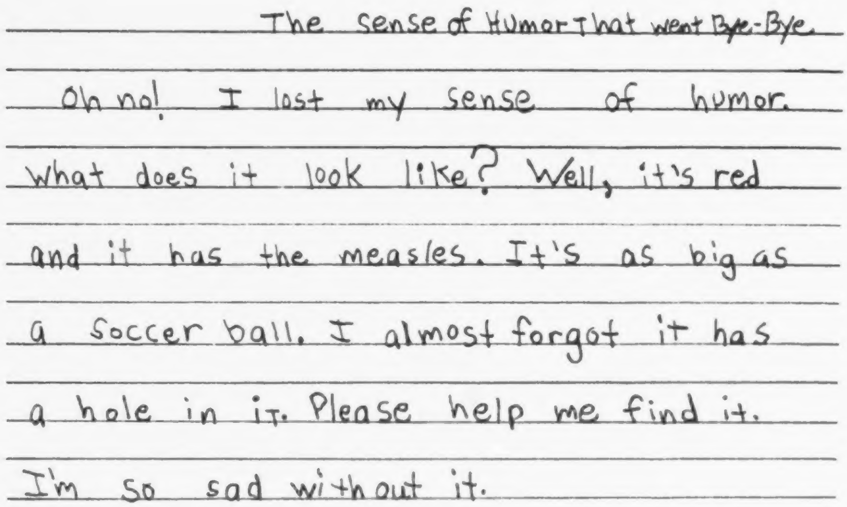
ORGANIZATION - 1 There is no attempt to use any paragraph form. There is a repetition of the same idea.

CONVENTIONS - 1 There is incorrect subject and verb agreement (moon make ...). The student does not spell common grade-level words correctly (rook).

OVERALL - 1 The student does not meet the assignment requirements. There is confusion because of numerous spelling errors (hocrll).

Grade 2

Creative Expression Draft **Rating: 5**



The sense of Humor That went Bye-Bye.

Oh no! I lost my sense of humor. What does it look like? Well, it's red and it has the measles. It's as big as a soccer ball. I almost forgot it has a hole in it. Please help me find it. I'm so sad without it.

FOCUS - 4 Major points are missing about the loss--how it occurred or why.

SUPPORT - 5 The specific details relate only to the description of the object.

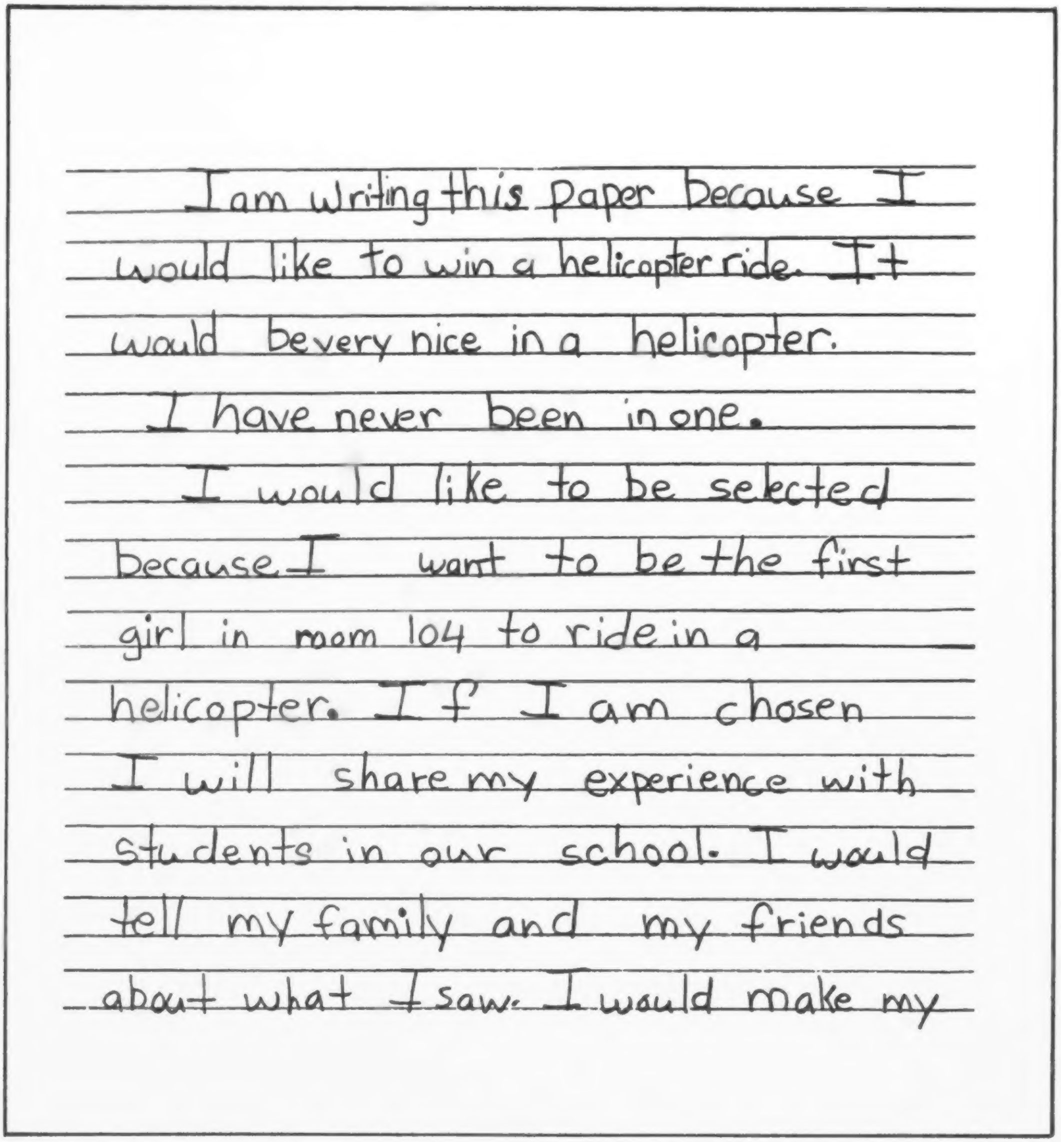
ORGANIZATION - 5 The plan is signaled by the question "What does it look like?" There is closure in the final sentence.

CONVENTIONS - 5 There are no major errors. There is a superior grasp of punctuation for this grade level.

OVERALL - 5 This student has clever ideas and a style that involves the reader throughout.

Grade 2

Persuasive Composition Draft **Rating: 5**



I am writing this paper because I would like to win a helicopter ride. It would bevery nice in a helicopter.

I have never been in one.

I would like to be selected because I want to be the first girl in room 104 to ride in a helicopter. If I am chosen I will share my experience with students in our school. I would tell my family and my friends about what I saw. I would make my

Grade 2

Persuasive Composition Draft Rating: 5

whole family and my School very
proud of me. I would be very
excited.

FOCUS - 4 The student states one position clearly. The student states a position, discusses the benefits of being chosen, and states a reaction (I would be very excited).

SUPPORT - 5 The student uses supporting reasons.

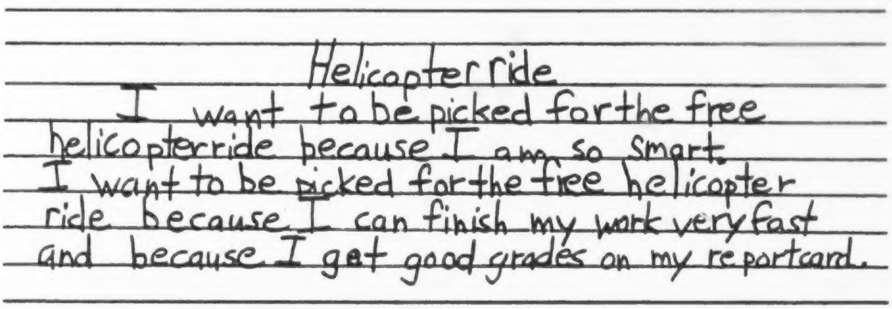
ORGANIZATION - 5 The plan is clear and logical. The student uses a new paragraph to signal a transition. Too many sentences begin with I.

CONVENTIONS - 5 There are no major or minor errors.

OVERALL - 5 This is a well-developed paper which could be improved by greater sentence variety.

Grade 2

Persuasive Composition Draft **Rating: 3**



Helicopter ride

I want to be picked for the free helicopterride because I am so smart. I want to be picked for the free helicopter ride because I can finish my work veryfast and because I get good grades on my reportcard.

FOCUS - 3 The student identifies a position (I want to be picked), but does not provide a closing statement to unify the position.

SUPPORT - 3 The student states reasons in general terms with little secondary support.

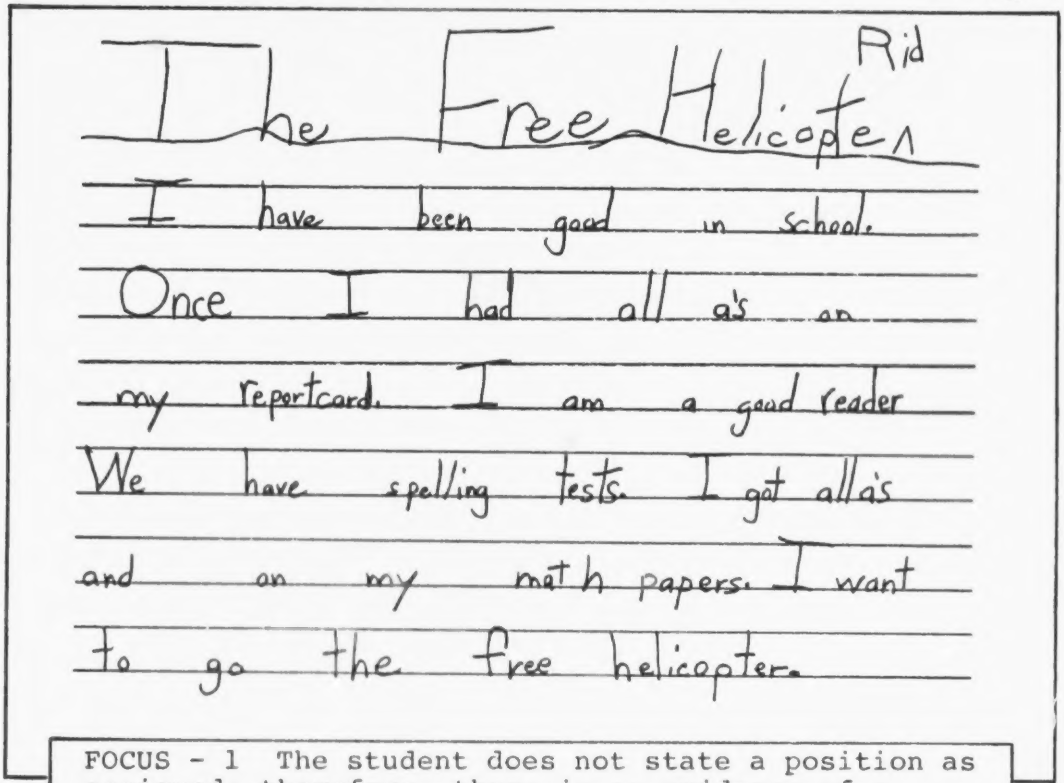
ORGANIZATION - 3 There is excessive use of the transitional word "because." The student uses appropriate paragraph format.

CONVENTIONS - 3 There is overuse of the word "because" which causes the sentence to read awkwardly.

OVERALL - 3 The student should use more supportive reasons for being selected. The overuse of "and" and "because" causes the paper to be repetitive.

Grade 2

Persuasive Composition Draft **Rating: 1**



The Free Helicopter Rid

I have been good in school. Once I had all a's on my reportcard. I am a good reader We have spelling tests. I got all a's and on my math papers. I want to go the free helicopter.

FOCUS - 1 The student does not state a position as assigned; therefore, there is no evidence of a focus.

SUPPORT - 1 The student provides several reasons, but the missing focus causes the reader to be confused about the purpose of the writing.

ORGANIZATION - 2 The student does not use paragraph form. Examples become illogical because of the inclusion of an irrelevant statement (We have spelling tests).

CONVENTIONS - 1 There is an inconsistent shift in verb tense (have been, am). There is a spelling error (Rid).

OVERALL - 1 The paper does not reflect a clear plan of organization. The examples are stated randomly.

Grade 2

Descriptive Composition Draft **Rating: 5**

I lost a sweater. It has red, white, and blue stripes, with six silver buttons down the front.

It also has little tiny holes, with a scoop callar, and it's soft and my mother knitted it.

I wear it in the fall and winter.

I can also wear it under my coat.

It keeps me really warm when it's cold.

FOCUS - 5 The student specifically identifies the subject of the description (I lost a sweater). The opening and closing are related.

SUPPORT - 5 The student gives a detailed description of the object (tiny holes, scoop callar, soft). The plan is clear and logical.

ORGANIZATION - 5 The student uses appropriate paragraph form. There are no digressions from the subject.

CONVENTIONS - 5 There is one minor error in spelling (callar).

OVERALL - 5 All of the features are well developed. The student identifies the subject of the description and provides supportive details.

Grade 2

Descriptive Composition Draft **Rating: 3**

My favrite person is my Grandmother. She has short white hair and blue eyes and she is very Nice. She is special to me because she loves me and is Nice to me She buys me what I need and she is very good to me. She buys me gym shoes, sweaters, sock, shirts, pants and other things. She buys other people things too.

FOCUS - 3 The subject of the description is identified (my grandmother). The closing statement is missing.

SUPPORT - 3 The student does not provide enough elaboration on the few details given. The student does not use describing words sufficiently.

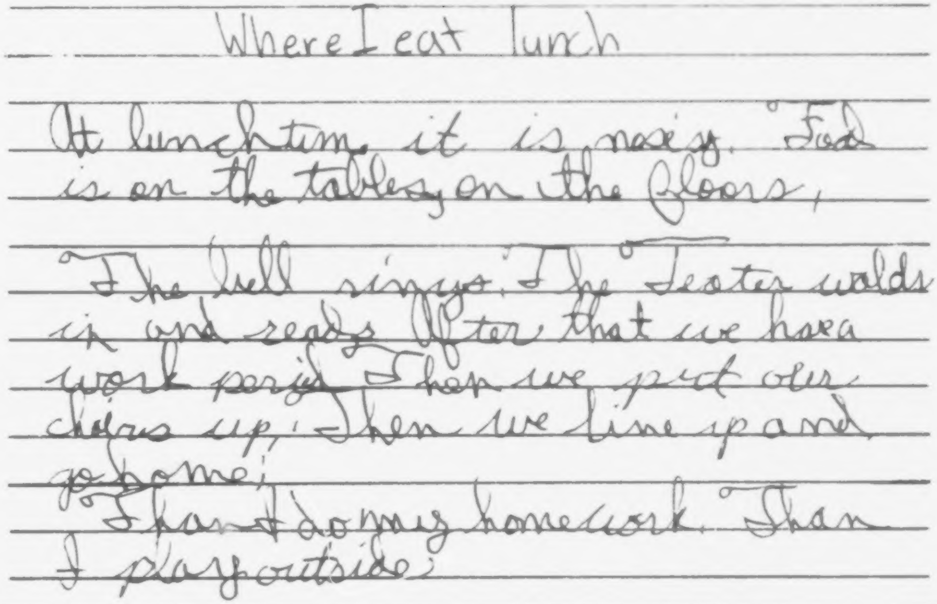
ORGANIZATION - 3 A plan is clear. There is insufficient use of transitions. Some points are logically related.

CONVENTIONS - 3 There are some major and minor errors. There is inappropriate use of capital letters (Grandmother, Nice). There is an overuse of the word "and." There is awkward sentence structure (to me because...and is nice). Favorite is misspelled, although it is not a grade-level word.

OVERALL - 3 The student does identify the subject, although a closing statement is missing. The student does not expand on the details.

Grade 2

Descriptive Composition Draft **Rating: 1**



Where I eat lunch

At lunchtim, it is noisy. Food is on the tables, on the floors,

The bell rings. The Teater walds in and reads After that we hava work perid. Than we put our chairs up. Then we line up and go home.

Than I do my homework. Than I play outside.

FOCUS - 1 The subject of the description is not clear (Where I eat..., at lunchtime). There is no main idea or a related closing.

SUPPORT - 1 There is little use of descriptive details to describe the subject. The writing is confusing and inaccurate because of general irrelevant statements (The bell rings, The teater walds in).

ORGANIZATION - 1 There is no evidence of a plan. Only two statements are related (at lunchtime..., Food is on...). The other statements are illogical and not related.

CONVENTIONS - 1 There are numerous errors in spelling (walds, thou). There is a serious error in sentence construction with a missing conjunction (tables, on the floor...).

OVERALL - 1 This is an underdeveloped paper because the writer does not address the subject. Instead, there is inclusion of irrelevant statements.

Grade 2

Creative Expression Draft **Rating: 5**

What Would You Buy?

If I had five dollars I would ask my mother to take me to Showbiz Pizza with my cousin Jamie. We would cash in my five dollars for quarters. Then Jaimie and I could play all the new video games and have a lot of fun.

FOCUS - 4 The main idea is explicitly stated in the opening statement. The relationship between the opening and closing statements must be inferred (have a lot of fun).

SUPPORT - 5 The logical sequence of the action supports the main idea.

ORGANIZATION - 5 All points are logically stated and interrelated.

CONVENTIONS - 5 There are no major errors.

OVERALL - 5 The main idea is clear and the order is chronological. There are no major conventions errors.

Suggested Topics

Grade Two

Narration

- Tell about learning to do something that was difficult.
- Tell about a day you got lost.
- Write a letter to your grandparents telling them about your class trip.

Exposition

- Explain how to start a hobby.
- Explain how to play your favorite game.
- Compare a plant with an animal.

Persuasion

- Convince your parents that you are old enough to have a library card.
- Invite a friend to your birthday party.
- Convince your teacher that the class should have a picnic.

Description

- Describe how you look today.
- Describe your favorite place to play.
- Describe your new shoes.

Creative Expression

- Write an original ending to a story from your reader.
- Write a rhyming poem about a toy.
- Tell a story about magic crayons.

Grade 3

OBJECTIVES OF THE WRITING PROGRAM

Grade 3

Process Objective

Participates in the writing process: prewriting, drafting, revising, editing and proofreading, preparing final copy, sharing and publishing

First Semester

Product Objective	Assignment	Number	Length	Standards
Writes for narrative purposes	Personal account of an event composition Audience: peers and adults	Two	Flexible	Maintains a clear focus on a topic or event Uses specific details Relates sentences to each other Uses logical sequence Uses complete sentences
Writes for expository purposes	Information-based composition Audience: peers and adults	Two	Two or more paragraphs	Writes explicit main idea Uses facts and examples Uses paragraph format Capitalizes and punctuates correctly
Writes for creative expression	Realistic story Audience: peers and adults	Two	Flexible	Maintains a clear topic Uses details to develop a plot and create a mood Relates sentences to each other Uses paragraph format Spells words appropriate for grade level

Grade 3

Second Semester

Product Objective	Assignment	Number	Length	Standards
Writes for persuasive purposes	Problem and solution composition Audience: peers, teachers, other adults	Two	Two or more paragraphs	Presents a problem and a convincing solution Gives details and reasons to explain solution Organizes ideas clearly and logically Maintains subject and ver agreement
Writes for descriptive purposes	Description composition: person, place, or object Audience: peers and adults	Two	Two or more paragraphs	Maintains a clear topic Uses vivid verbs and adjectives Uses paragraph form Capitalizes and punctuates appropriately
Writes for creative expression	Autobiographical sketch Audience: teachers and classmates	Three	Flexible	Maintains a clear topic Uses facts and details Relates sentences to each other Spells common words correctly

Grade 3

Narrative Composition Draft **Rating: 5**

Balloon Release

During "Young Author's Week" our school had a Balloon Release Day. In the morning balloons were being filled with helium. Then strings were attached and cards with poems on them were attached to the string. The whole school went outside, formed a circle and when given the signal, let the balloons go. Nobody got their own balloon.

That day the sky looked like confetti was floating

Grade 3

Narrative Composition Draft **Rating: 5**

up because of the different
colored balloons. I enjoyed
that day, it was alot of fun.

FOCUS - 5 The event is clearly identified (Our school had a Balloon Release Day). The closing reaction is clear (I enjoyed).

SUPPORT - 5 The main point is clear, and it is elaborated on through extension sentences. Support is specific and detailed in depth (balloons filled with helium, sky looked like confetti).

ORGANIZATION - 5 There is a clear plan, signaled by the division of major points into distinct paragraphs and by the use of transitions (Then, That day). All points are logically developed and related to each other.

CONVENTIONS - 5 There is a minor pronoun reference error (Nobody got their own balloon). A conjunction would have improved the last sentence.

OVERALL - 5 The student explicitly states the topic to be discussed and follows a definite plan with a logical sequence to relate the details of the event.

Narrative Composition Draft **Rating: 3**

A Scary Experience

I learned to Swim in a pool when I was three years old. I felt very Scared at the first time I went in a pool.

The other time I went in apool I was not Scared. Soon I was going in a pool. I was Swimming with no help atall.

Some times I go Swimming in doors.

FOCUS - 3 The unifying event is stated in the opening paragraph (I learned to swim...). The student states a reaction (I felt very scared...). The conclusion does not relate to the opening.

SUPPORT - 3 A reaction to the experience is noted but not supported. The support is general.

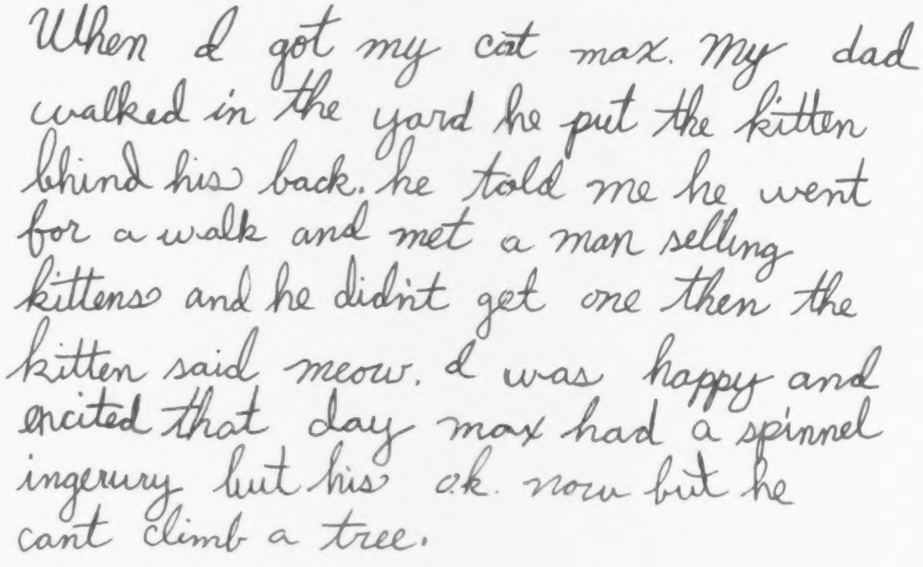
ORGANIZATION - 2 The plan is noticeable, but there is an uneven use of paragraphs. There are logical points and a few points signaled by transitions (The other time...Soon).

CONVENTIONS - 3 There is inappropriate sentence structure (at the first...). There are minor spelling errors involving the connecting of compound words (...Some time, in doors).

OVERALL - 3 There is a lack of support or elaboration on the unifying event. The student has some errors in organization and conventions.

Grade 3

Narrative Composition Draft **Rating: 1**



When I got my cat max. My dad walked in the yard he put the kitten bhind his back. he told me he went for a walk and met a man selling kittens and he didnt get one then the kitten said meow. I was happy and encited that day max had a spinnel ingeruny but his o.k. now but he cant climb a tree.

FOCUS - 2 The topic is clear, but the main idea must be inferred. The major points are lacking.

SUPPORT - 1 The support is very confusing. An action is noted (I was happy and excited...) but not supported.

ORGANIZATION - 1 The reader must infer the plan. Most of the points are not logically connected.

CONVENTIONS - 1 Errors in sentence structure are numerous and serious. There was a good attempt to spell "spinal injury."

OVERALL - 1 The composition presents few or none of the above features.

Grade 3

Expository Composition Draft **Rating: 5**

Facts About The Moon

The difference between the moon and the earth is that the earth has plenty of drinking water, oxygen, various types of storms, active volcanoes, and high gravity. The reason that the earth is strange and beautiful is that it has life.

The moon, which is about 238,857 miles from the earth and about one fourth the size of the earth, is made of rock, mountains, and plains. It contains craters, and cold on the darkside and hot on the lightside. It has no drinking water, no plant or animal life, no oxygen, no storms, no active volcanoes and it also has low gravity. The reasen for those unusual things is that there's no life on the planet.

FOCUS - 5 The topic is clear. The main idea is explicitly stated in the opening. The opening and concluding statements are related to the content and each other.

SUPPORT - 4 There are examples and reasons directly linked to the main idea. Much of the support given is adequate and appropriate.

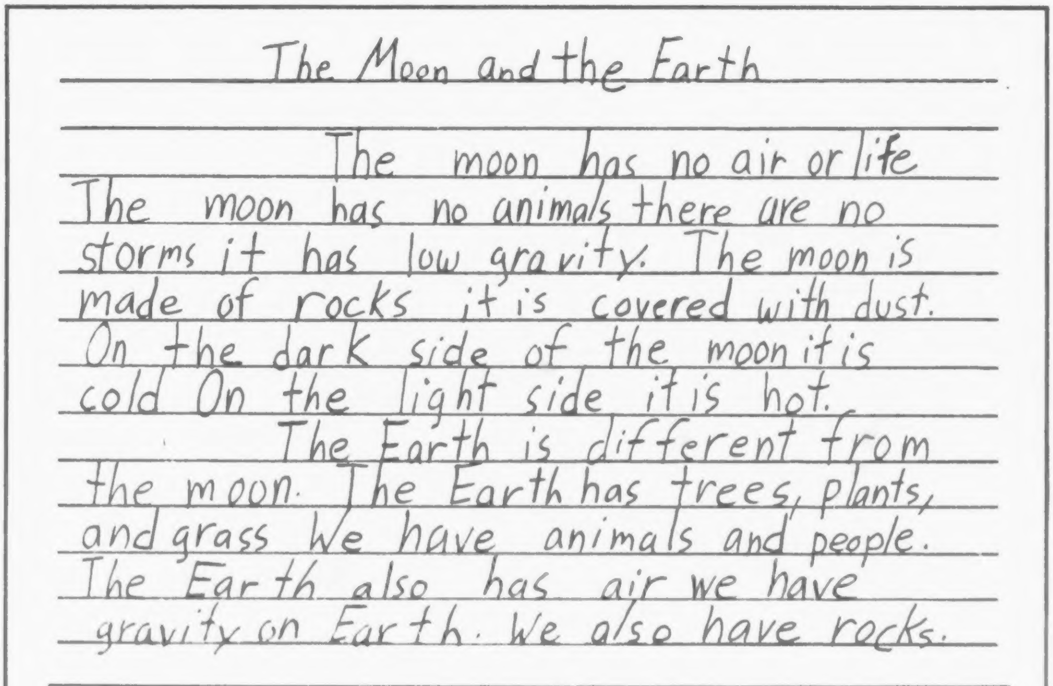
ORGANIZATION - 5 The composition plan is logical and clear. The major points are developed into distinct paragraphs. All points are logically developed and interrelated.

CONVENTIONS - 5 There are no major errors.

OVERALL - 5 The composition is well-formed. It is clearly focused, logically developed, and supported.

Grade 3

Expository Composition Draft **Rating: 3**



The Moon and the Earth

The moon has no air or life The moon has no animals there are no storms it has low gravity. The moon is made of rocks it is covered with dust. On the dark side of the moon it is cold On the light side it is hot.

The Earth is different from the moon. The Earth has trees, plants, and grass We have animals and people. The Earth also has air we have gravity on Earth. We also have rocks.

FOCUS - 3 The topic is inferred in the opening.

SUPPORT - 3 Some points are listed, but there is very little support given for the differences.

ORGANIZATION - 3 There is evidence of a plan. The student uses paragraph form. The paper lacks transitional words and phrases.

CONVENTIONS - 3 There is a major error in the omission of periods. There is a failure to use capital letters at the beginning of some sentences.

OVERALL - 3 The student does not explicitly state the main idea, and the topic must be inferred. There is no correlation between the opening and the closing. The convention errors cause confusion.

Grade 3

Expository Composition Draft **Rating: 1**

The Moon and the Sun and the Earth

The sun is so hot and moon has a
dark side and a light side
The dark side is cold and the light
side, is hot it don't have no water
no plants, people, and no one can live
close to the sun it is, to hot
fore people to live on it don't have
water, plants, people and everyplant
has a moon the earth has a moon
to. And the moon is half way hot
and half way cold. The best way
people live on earth so many people
live on earth because it have, water
air, plants, amials, people.

FOCUS - 1 The student does not identify the appropriate topic of the assignment. There is no main idea stated in the opening. There is no relationship between the opening and the closing.

SUPPORT - 2 There are some points specifically detailed, but many points are irrelevant to the topic of the assignment.

ORGANIZATION - 1 The student shows no plan of organization. The points detailed are not necessarily related or interrelated. The inclusion of the sun in the description reduces the paper to a 1 because discussion of the sun is not a part of the assignment.

Grade 3

Expository Composition Draft **Rating: 1**

CONVENTIONS - 1 There are numerous major and minor errors which seriously confuse the reader. There are missing capital letters at the beginning of sentences, omission of periods, and sentence fragments (at the moon...).

OVERALL - 1 The student does not address the assignment. The writing has no noticeable plan of organization. There are many irrelevant ideas. There is no opening and closing relationship.

Grade 3

Creative Expression Draft

Rating: 5

Olden Days

My mom told me about olden days.

When my mom was a girl she could go to a show on Saturday for only 25¢. She could get popcorn and candy for another 25¢.

Instead of a 7-Eleven store she went to the penny candy store. A candy bar was 5¢. Some other candy was 3 for 5¢. There was even some candy that was 3 for 1¢.

You could only find a McDonald's in a big city. Instead she went to the drug store and sat in a booth or at the fountain. They had nickel cokes and sundaes that cost 50¢.

Grade 3

Creative Expression Draft **Rating: 5**

Can you believe that was only 20 years ago?

FOCUS - 4 The main idea is immediately apparent, but the transition to the major points is missing. The focus on entertainment and refreshments needs to be stated.

SUPPORT - 5 The details are accurate and clearly stated.

ORGANIZATION - 5 There is good use of paragraphing and transitions. The beginning could have been more closely tied to the lively ending, which shows the most creativity.

CONVENTIONS - 5 There are no major errors.

OVERALL - 5 The student maintains a clear focus on entertainment and refreshments, but the writing lacks a statement that they will be the focus.

Grade 3

Persuasive Composition Draft: Problem and Solution* **Rating:** 5

My problem is I never have any money of my own to spend for my own entertainment, just for me. I have to use any money I have for school field trips, something for my lunch, or going to the store. What does that leave me of my money? Oh, about 5 cents !!!

I want to have money for my own use. You know-movies, candy, carnivals, things like that. I never have any more money than $1.00 anyway.

If you let me have a candy stand. I will sell lots of old favorites like lollipops, chocolate-covered

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*This composition is intended to influence the child's parents.

Grade 3

Persuasive Composition Draft: **Problem and Solution** **Rating: 5**

peanuts and fudge. That's one problem solved! I'll earn my own money, then I won't have to ask you for any.

FOCUS - 5 There is a clear statement of the problem. There is a correlation between the problem and solution.

SUPPORT - 5 There is a thorough discussion of the reasons why there is a problem.

ORGANIZATION - 5 There is a clear plan. The points made are logical. The student uses paragraphs and transitions appropriately.

CONVENTIONS - 5 There are very few minor errors. A transition word such as "therefore" or "so" in the beginning of paragraph three would have improved continuity.

OVERALL - 5 The student shows a logical plan. The main idea is clearly stated and thoroughly supported by details.

Grade 3

Persuasive Composition Draft: Problem and Solution* **Rating: 3**

My problem is

I know you want me to do well Every time I start my homework Terry is always playing with noisey toys. And you and dad always make noise with the bags. You always keep the television on.

Can you help me? I can put my Terry and his noise toys out. I can ask you and dad don't make noise with the bags. If you help me I will do better in school.

FOCUS - 3 The fact that there is a problem with homework is not directly stated. It must be inferred.

SUPPORT - 3 Some points need further elaboration, and the meaning of one of the points must be inferred.

ORGANIZATION - 3 The plan is clear, but solutions are offered for only two of the three problems.

CONVENTIONS - 3 Errors in spelling, capitalization, punctuation, and sentence structure occur.

OVERALL - 3 The student makes an attempt at persuasion, especially in the last sentence.

*This composition is intended to influence the child's parents.

Grade 3

Persuasive Composition Draft: **Problem and Solution*** **Rating: 1**

The television is always bothering me when I do my homework and the lanlord is fixing one of the buildings that is very noisy. I can not concintate on my homework. Propaly I can do my homework in the bedroom.

FOCUS - 2 The topic is not clear, but there is a statement of the problem.

SUPPPORT - 1 There are few details given to support the solution.

ORGANIZATION - 1 Evidence of a plan is not present. There are serious problems with sentence structure. There is inappropriate use of paragraphing.

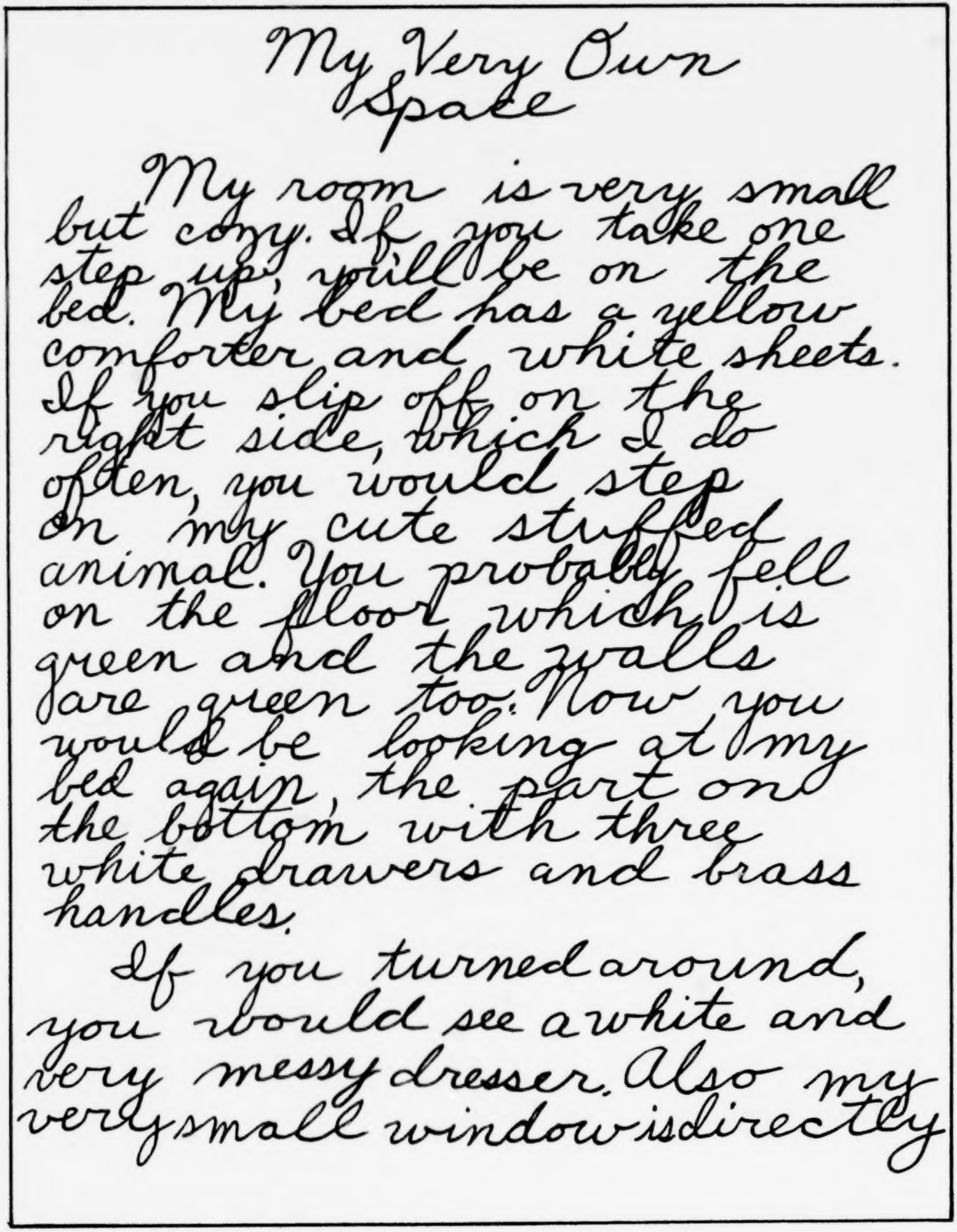
CONVENTIONS - 1 The lack of punctuation and the syntax errors cause confusion.

OVERALL - 1 The student does not present a strong convincing argument.

*This composition is intended to influence the child's parents.

Grade 3

Descriptive Composition Draft **Rating: 5**



My Very Own Space

My room is very small but cozy. If you take one step up, you'll be on the bed. My bed has a yellow comforter and white sheets. If you slip off on the right side, which I do often, you would step on my cute stuffed animal. You probably fell on the floor which is green and the walls are green too. Now you would be looking at my bed again, the part on the bottom with three white drawers and brass handles.

If you turned around, you would see a white and very messy dresser. Also my very small window is directly

Grade 3

Descriptive Composition Draft **Rating: 5**

dieagonal my dresser. So
that's just my cozy small
room.

FOCUS - 5 The subject of the description is clearly stated. The opening and closing are related to the content and each other.

SUPPORT - 5 The details are thoroughly developed through the use of descriptive words.

ORGANIZATION - 4 There is a clear plan. There is sufficient use of paragraphs and some use of transitions.

CONVENTIONS - 5 There are a few minor errors in spelling, but they do not interfere with communication.

OVERALL - 5 The subject of the description is clearly stated. There is a thorough use of descriptive details.

Grade 3

Descriptive Composition Draft **Rating: 3**

Lunchplace

I eat lunch at home. Sometimes it looks like a restaurant. The food always smells good. The sounds we hear are the stove and us talking. The food always taste good because my mom makes it.

I enjoy seeing my mom at lunchtime because she is pretty. The food is so good I usally want more. Her food is better than a resturant. Sometimes I take too long and she says, "hurry up", so I hurry up. I would say her food isn't just good, it's great!

FOCUS - 3 The topic is clear, and the main idea is identified. There are some irrelevant points mentioned.

SUPPORT - 3 Some of the major points are supported by details.

ORGANIZATION - 3 There is a noticeable plan. Some points are signaled by transitions.

CONVENTIONS - 3 There is an error in subject and verb agreement (food always taste good...) and minor errors in punctuation.

OVERALL - 3 The student identifies the subject of the description and gives some supporting details.

Grade 3

Descriptive Composition Draft **Rating: 1**

Lunchplace

I eat at my home. And I go home for lunch at 12:00 because that is what time I go I have a fishtank and it is nice. My building look nice to. Also I have a dog. My dog name is cocoa the color is brown and his ears is black and brown.

He always bark I always eat a sandwich, chips, and, drink pop. Sometimes I eat at restaurant. When I walk in my house I smell food and other things. I also see many things.

FOCUS - 1 The student does not maintain a clear topic, and the major points are not present.

SUPPORT - 1 The major points concerning the topic are not elaborated. There are some irrelevant statements.

ORGANIZATION - 1 The plan is confusing. There is incorrect paragraphing, which causes confusion.

CONVENTIONS - 1 The student makes many major and minor errors, including incomplete sentences and run-on sentences.

OVERALL - 1 The focus is not clear, and details are listed out of context. There are many major and minor convention errors.

Creative Expression Draft **Rating: 5**

Autobiographical Sketch

I was born May 7, 1979. I am 8 years old. My Mothername is Dorothy and my daddy's name is Anthony and my brothersname is Athony Jr.

I am black. I have black hair. I have long hair. I have long legs. I am a Skinney girl.

I like to read, play rope, and go to church. I like meat and soup a lot.

Grade 3

Creative Expression Draft **Rating: 5**

In school I get
A's and B's a lot.
At home I have to
clean the whole house
but I don't have to
cook.

FOCUS - 4 The topic is clear. The major points listed are logical and interrelated.

SUPPORT - 5 The supporting details are appropriate and stated in logical order.

ORGANIZATION - 5 There is a plan which is apparent (family, physical appearance, school). There is appropriate use of paragraphing.

CONVENTIONS - 5 There are some minor errors in spelling.

OVERALL - 5 There is a clear plan. The major points are presented in logical sequence.

Suggested Topics

Grade Three

Narration

- Tell about the day you lost something important.
- Write a story about going to visit someone in the hospital.
- Write a letter to your pen pal telling about a big storm.

Exposition

- Write about the life of a famous person.
- Explain how symbols are used to read maps.
- Compare a potato chip and a french fry.

Persuasion

- Convince a friend to read your favorite book.
- Take a position on whether all schools should have swimming pools.
- Write a TV commercial about a toy.

Description

- Describe a member of your family.
- Describe a store you know.
- Describe chocolate chip cookies.

Creative Expression

- Write a story about an unusual lunch you have eaten.
- Write a poem about yourself.
- Write a story about an imaginary friend.

Grade 4

OBJECTIVES OF THE WRITING PROGRAM

Grade 4

Process Objective

Participates in the writing process: prewriting, drafting, revising, editing and proofreading, preparing final copy, sharing and publishing

First Semester

Product Objective	Assignment	Number	Length	Standards
Writes for narrative purposes	Personal account of event composition Audience: peers and teachers	Two	Flexible	Maintains a clear focus Presents related beginning, middle, and ending Uses details Organizes ideas clearly and chronologically Uses correct punctuation, capitalization, and spelling
Writes for expository purposes	Information-based composition Audience: peers and teachers	Two	Two or more paragraphs	Maintains a clear focus Summarizes main idea or thesis in opening and closing statements Uses specific facts and details Organizes information logically Uses appropriate paragraphing and transitions Maintains subject and verb agreement

Grade 4

First Semester (Cont.)

Product Objective	Assignment	Number	Length	Standards
Writes for creative expression	Character sketch Audience: peers and adults	Two	Flexible	Maintains a clear focus and uses accurate information Uses facts and observations Relates ideas to subject Uses specific verbs and precise modifiers

Grade 4

Second Semester

Product Objective	Assignment	Number	Length	Standards
Writes for persuasive purposes	Position composition Audience: peers and adults	Two	Two or more paragraphs	Maintains a clear focus with a position and an explicit summary statement related to the opening Uses specific reasons and examples Organizes ideas logically, using appropriate transitions Uses correct pronoun reference
Writes for descriptive purposes	Descriptive composition: person, place, or object Audience: peers and adults	Two	Two or more paragraphs	Maintains a clear focus Uses concrete and sensory details Uses logical order Uses compound sentences
Writes for creative expression	Poetry: haiku Audience: peers and adults	Two	Three lines, 17 syllables	Maintains a clear focus Uses details Uses appropriate form Uses appropriate punctuation and capitalization for poetic form

Narrative Composition Draft **Rating: 5**

Most Memorable Event

The most memorable event of my life was when my dog knocked me down the stairs and I broke my arm. My mother and father took me to Children's Memorial Hospital. The doctor looked at my arm and then he took an x-ray of my arm. He said I broke my arm real bad. I broke my collar bone and my growth line was out of place. So the doctor said I would have to stay overnight.

I wanted my big sister to come and she did, and my dad stayed overnight with me. Then they gave me two shots in both legs at the same time. The shots made me sleepy. The doctor told my dad that he gave me enough to knock me out.

Then they couldn't get my arm set yet. So I had to stay another day. The next day they took me into the operating room, and

Grade 4

Narrative Composition Draft **Rating: 5**

they set it the second time.

When I got out of the recovery room, I went back to my room. When I woke up the next morning, the nurse went for a walk with me in the halls. The doctor said I could go home that day. I stayed home for a week then school started.

FOCUS - 4 The topic and main idea are clearly and explicitly stated in the opening, but only inferred at the closing.

SUPPORT - 5 The details, reasons, and examples are concrete and appropriate.

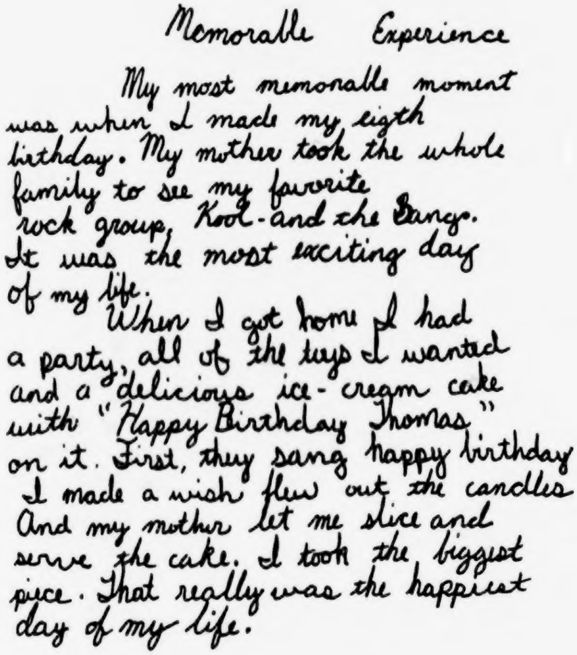
ORGANIZATION - 5 The plan is clear, and the major points are logically developed and related to the main idea. There is good use of paragraphing. The major points are interrelated.

CONVENTIONS - 5 There are minor errors, particularly in the use of pronoun reference.

OVERALL - 5 This is a well-developed paper with good focus, support, and organization. A stronger closing sentence is needed to tie up the main idea.

Grade 4

Narrative Composition Draft **Rating: 3**



Memorable Experience

My most memorable moment was when I made my eigth birthday. My mother took the whole family to see my favorite rock group, Kool-and the Gangs. It was the most exciting day of my life.

When I got home I had a party, all of the toys I wanted and a delicious ice-cream cake with "Happy Birthday Thomas" on it. First, they sang happy birthday I made a wish flew out the candles And my mother let me slice and serve the cake. I took the biggest pice. That really was the happiest day of my life.

FOCUS - 3 The topic and main idea are clear; however, the major points are not all introduced in the opening.

SUPPORT - 3 Some supporting details are just a listing and need elaboration.

ORGANIZATION - 3 The plan is clear, but the supporting details are incomplete and, therefore, do not present a true beginning, middle, and end.

CONVENTIONS - 3 There are minor errors; namely, the run-on sentence in paragraph two and the incorrect use of "made" in the first sentence.

OVERALL - 3 This is a partially developed paper, using listings that need further development.

Grade 4

Narrative Composition **Rating: 1**

Great America

When I went to great america
I was getting on the eagle with
my friends and I was scaredand
and I was on my way up to the
top and we came to the end and I
got out.
and I was going get something
and I got a bacon burger and on.
the carand ate I was going on the
ipad and I got off and I was
socan wet

FOCUS - 1 The main idea cannot be determined, and the major points are not present.

SUPPORT - 1 There are few or no details present.

ORGANIZATION - 1 There is no structural plan, and the ideas are not developed logically.

CONVENTIONS - 1 There are many serious errors in spelling, capitalization, and punctuation, leading to an interference with communication.

OVERALL - 1 This composition lacks organization and supporting details. The major convention errors make this paper confusing and difficult to read.

Grade 4

Expository Composition Draft **Rating: 5**

Comparing the Moon and Earth

There are many ways in which the moon differs from the earth. The moon doesnot have the drinking water that we need in order to live. Also it does not have plant or animal life. There is no air to breathe, and that is one of our normal bodily functions. We have storms and rain, but on the moon there is none.

In addition, the moon has low gravity so everything weighs the same (just about), while on earth there is high gravity. The moon is covered with dust but the earth isn't covered with dust which would pollute our air. The moon is cold on the dark side and hot on the light side always. The earth is also like that but not always.

FOCUS - 4 The topic and main idea are clearly and explicitly stated, but the closing sentence is not directly related to the opening.

SUPPORT - 5 Specific details are thorough and accurate. The major points are present.

ORGANIZATION - 5 The plan is clear and is signaled by the use of transition words. Points are developed in logical order.

Grade 4

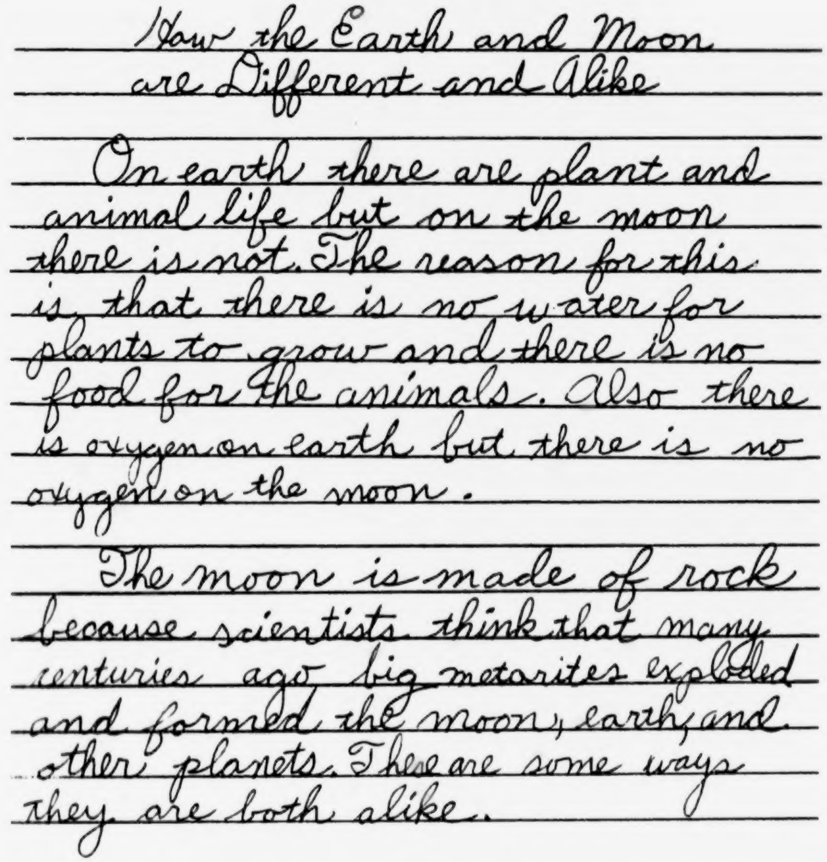
Expository Composition Draft **Rating: 5**

CONVENTIONS - 5 The student shows a good understanding of the conventions. There is good use of the parenthesis in paragraph two.

OVERALL - 5 With a more definite closing statment, this paper would be a perfect 5. The supporting details are well developed and accurate.

Grade 4

Expository Composition Draft **Rating: 3**



How the Earth and Moon
are Different and Alike

On earth there are plant and animal life but on the moon there is not. The reason for this is that there is no water for plants to grow and there is no food for the animals. Also there is oxygen on earth but there is no oxygen on the moon.

The moon is made of rock because scientists think that many centuries ago big metarites exploded and formed the moon, earth, and other planets. These are some ways they are both alike.

FOCUS - 3 The expository topic is clear, but the main idea is only inferred in the opening.

SUPPORT - 3 Some support is provided and attempted. The major point in the first sentence of each paragraph needs elaboration.

ORGANIZATION - 3 The plan is somewhat clear, but not all points are interrelated. The last sentence signals a gap in the logical order.

Expository Composition Draft Rating: 3

CONVENTIONS - 3 The incorrect verb tense is a major error. There are some misspelled words.

OVERALL - 3 The composition is partially developed, and further elaboration is needed to enhance the topic. The lack of a specifically stated main idea leads to some confusion.

Grade 4

Expository Composition Draft **Rating: 1**

Earth/Moon

the Earth and moon they are diffent frome one another let me tell you how the moon don't have water but the Earth do and the moon don't have air and breath but the Earth do the Earth is diffent from the moon because the Earth don't have what the moon have and the moon don't have what the earth have they both have diffent thing Each other have some air and breath and water, chair and people and some have people and desk

FOCUS - 2 The topic and main idea are expressed; however, the major points are not present.

SUPPORT - 1 The supporting details are confusing and inaccurate.

ORGANIZATION - 1 The lack of paragraphing indicates no evident plan or logical order.

CONVENTIONS - 1 The errors in spelling and sentence structure interfere with communication.

OVERALL - 1 The lack of basic primary conventions hampers the support, focus, and organization.

Grade 4

Creative Expression Draft **Rating: 5**

My Cousin Irene

Like an Indian, my Cousin Irene works and lives close to land. She works for the E.P.A. in Alaska. She helps keep the state free of pollution. She and a friend traveled by canoe for two weeks in the Gateway of the Artic National Park. They never saw another human being during the time they were there. In the middle of winter, she camped in a little cabin in the northern part of Alaska. A bush pilot had to fly her in. A big blizzard set in and the bush pilot wasn't able to get her out for Two extra weeks. But she made it! Another thing she did was bicycle from Chicago to Florida camping out along the way. She started in October and got there around Christmas.

Indian like, she is slim and tall with black hair, parted in the middle and falling to her shoulders. She has Toasty brown skin, tanned by the sun. She doesn't wear any makeup. She likes jeans, flannel shirts, and moccasins. She speaks and walks softly.

Even though she speaks softly, she

Grade 4

Creative Expression Draft **Rating: 5**

has strong opinions. She thinks funerals are barbaric, Irene says she is a vegetarian and tells everyone in her family not to eat meat. She tells her sister she spends too much money on designer clothes. She tells us our houses are too hot, and keeps turning the thermostat back to 58° in the middle of winter.

Irene, also, skiis, kayaks, and climbs mountains. Her new hobby is tanning deer skin. Do you know something about my cousin, Irene? I can't wait for her to come back to Chicago for summer.

FOCUS - 5 The focus is clearly maintained on the subject, Irene. The information appears to be accurate.

SUPPORT - 5 The facts and observations are well developed and detailed.

ORGANIZATION - 5 All the facts and observations are related to the subject, Irene.

CONVENTIONS - 5 The paper includes specific verbs and precise modifiers to describe the subject.

OVERALL - 5 This paper is a well-formed character sketch. The focus is maintained throughout, and the supporting details are all related and relevant.

Grade 4

Persuasive Composition Draft **Rating: 5**

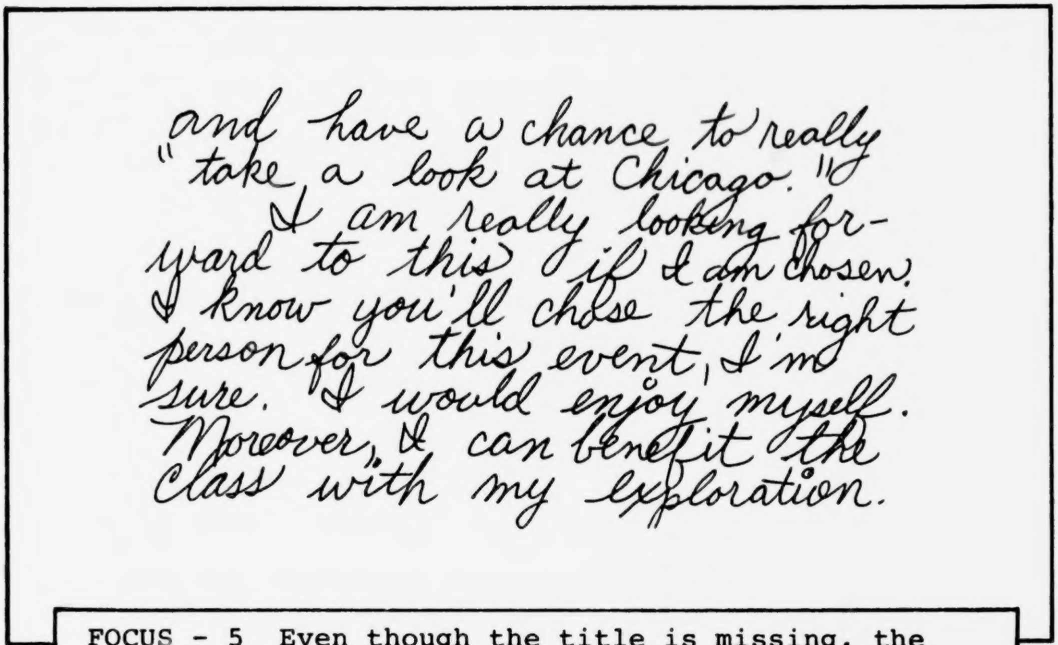
I understand that two students from this school will be chosen to get a free helicopter ride over the city. I think that you should pick an intelligent person who you knaw will conduct himself well thoughout the ride. I feel that I am the right person. I have always loved and admired planes and helicopters, although I've never actually been in one.

Besides the enjoyment and excitement for me, I think that my being selected, would benefit the class as well. I could explain in detail what I saw! I could also take pictures to express myself more fully.

I would feel honored and excited. This trip would mean alot to me. I would finally ride in the air

Grade 4

Persuasive Composition Draft **Rating: 5**



and have a chance to really "take a look at Chicago."

I am really looking forward to this if I am chosen. I know you'll chose the right person for this event, I'm sure. I would enjoy myself. Moreover, I can benefit the class with my exploration.

FOCUS - 5 Even though the title is missing, the topic and main idea are clear in the opening. The closing is related to the content, if not directly to the opening.

SUPPORT - 5 The major points are elaborated on with details and reasons supporting the main idea. The specific details are appropriate and in-depth.

ORGANIZATION - 5 The plan is evident, and the paragraphing is excellent, with a good use of a transition phrase in paragraph two. All the major points are logically developed and thorough.

CONVENTIONS - 5 There are no major errors and only a minor spelling error of the word "choose." The paper indicates a good grasp of the grade 4 conventions.

OVERALL - 5 The major points are strongly developed to support a good persuasive argument with some slight repetition.

Grade 4

Persuasive Composition Draft **Rating: 3**

I want to be the one chosen for the free helicopter ride because I am a straight A student, and I'm the smartest kid in my classroom. I never got one check on my report card and I am a real nice kid. The school would be happy because they know I earned the ride. I have been the smartest and nicest kid since I have been in this school.

Plus, they know I will behave through the helicopter ride. I would thank the principal for picking me. I would feel so good and feel so happy. I would tell my family and my best best best friends. Then I would jump for joy because I was picked

FOCUS - 3 The main idea is identified in the opening sentence, and the topic is clear even though a title is missing. The closing statement is somewhat undeveloped.

SUPPORT - 3 The supporting details are general and need development, or this may be perceived as a listing.

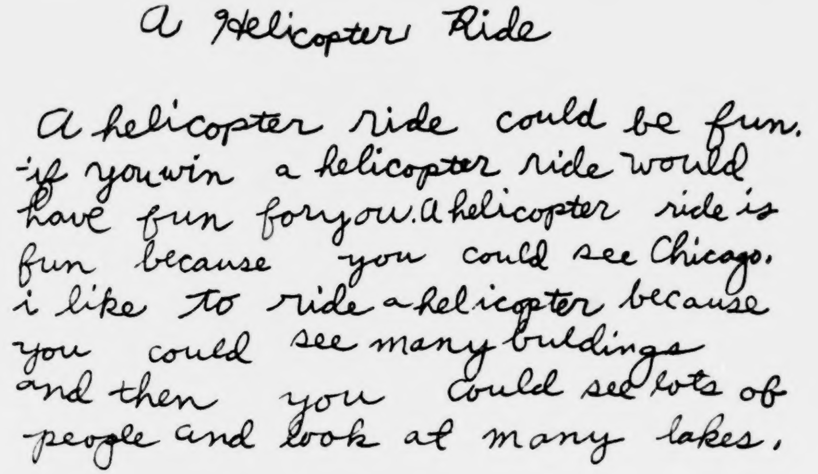
ORGANIZATION - 3 The plan is clear, but it is not logically developed in paragraph two.

CONVENTIONS - 3 There are a few major errors in spelling, verb tense, and punctuation.

OVERALL - 3 The focus and support could use further development, and the conventions need improvement.

Grade 4

Persuasive Composition Draft **Rating: 1**



a Helicopter Ride

a helicopter ride could be fun.
if youwin a helicopter ride would
have fun foryou.a helicopter ride is
fun because you could see Chicago.
i like to ride a helicopter because
you could see many buldings
and then you could see lots of
people and look at many lakes.

FOCUS - 1 The paper does not maintain a clear focus on the main idea. The major points are not present, and there is no conclusion.

SUPPORT - 1 The few supporting details are confusing, and the attempted listing is not clear.

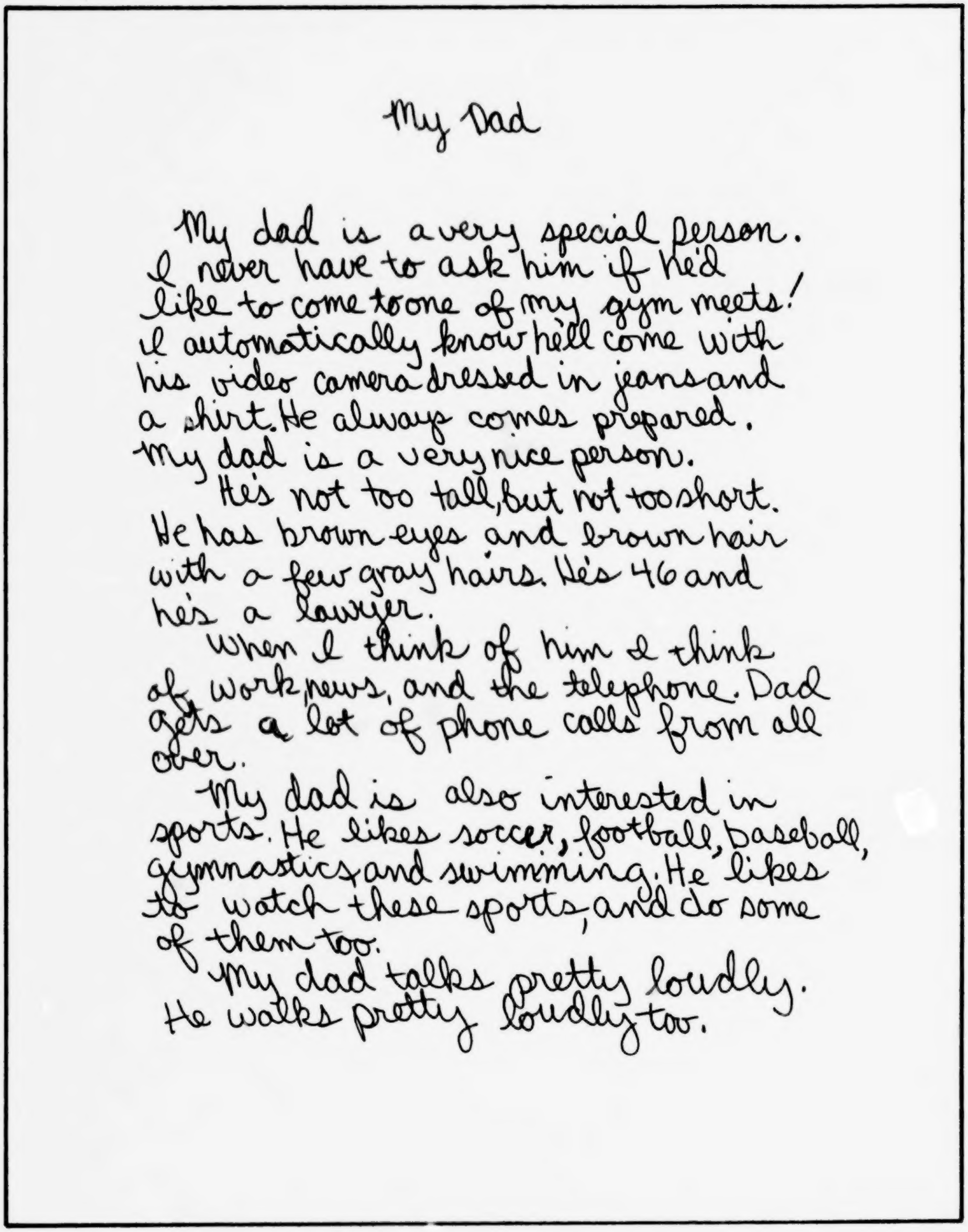
ORGANIZATION - 1 The plan is not evident, and there is no development of paragraphs. The ideas stated are a random listing and are not developed logically.

CONVENTIONS - 1 The numerous major errors are very confusing and interfere with communication. Correct sentence structure is lacking throughout.

OVERALL - 1 The organization and support are lacking. The lack of conventions makes it difficult to comprehend the direction of the composition.

Grade 4

Descriptive Composition Draft **Rating: 5**



My Dad

My dad is a very special person. I never have to ask him if he'd like to come to one of my gym meets! I automatically know he'll come with his video camera dressed in jeans and a shirt. He always comes prepared. My dad is a very nice person.

He's not too tall, but not too short. He has brown eyes and brown hair with a few gray hairs. He's 46 and he's a lawyer.

When I think of him I think of work, news, and the telephone. Dad gets a lot of phone calls from all over.

My dad is also interested in sports. He likes soccer, football, baseball, gymnastics and swimming. He likes to watch these sports, and do some of them too.

My dad talks pretty loudly. He walks pretty loudly too.

Grade 4

Descriptive Composition Draft **Rating: 5**

Some of the things my dad likes to do are barbeque, watch gymnastics, and eat Chinese food. My dad has a great sense of humor. He always makes us laugh when we are sad.

But my dad isn't just into sports, business, and humor. He's kind, caring, sharing, nice, and confident, My dad is a really nice person to have around. I hope you like my dad!

FOCUS - 4 The topic and main idea are explicitly stated in the opening; however, the focus becomes scattered in subsequent paragraphs.

SUPPORT - 5 There is good use of concrete details and examples related to the topic. The major points and details are accurate and appropriate to the main idea.

ORGANIZATION - 5 The plan is clear and accurate with good sequential order and length.

CONVENTION - 5 The student uses fourth grade conventions effectively. The use of the conjunction "but" in paragraph six is not recommended.

OVERALL - 5 Though the focus is scattered, the student does manage to give the reader a vivid picture of the subject.

Grade 4

Descriptive Composition Draft **Rating: 3**

My Bird

My favorite bird is Hawk, that's what I named him. I'm glad it's a boy because he listens to me all the time, He talks back to me and says," Take me out of the cage."
I taught him how to talk one time he said to my sister" You are an alien life form" and I said to call her Alf. He said it to and boy was the bird in trouble.

Hawk is a blue, black and white bird that chirps alot. He keep on doing it all night and never stops until the morning. He quiets down in the morning. He's happy when we get home from school. He sings along with the radio. That's why I like my bird.

FOCUS - 3 The topic is clear. The main idea is identified in paragraph two.

SUPPORT - 3 Some of the descriptive points are specific and detailed.

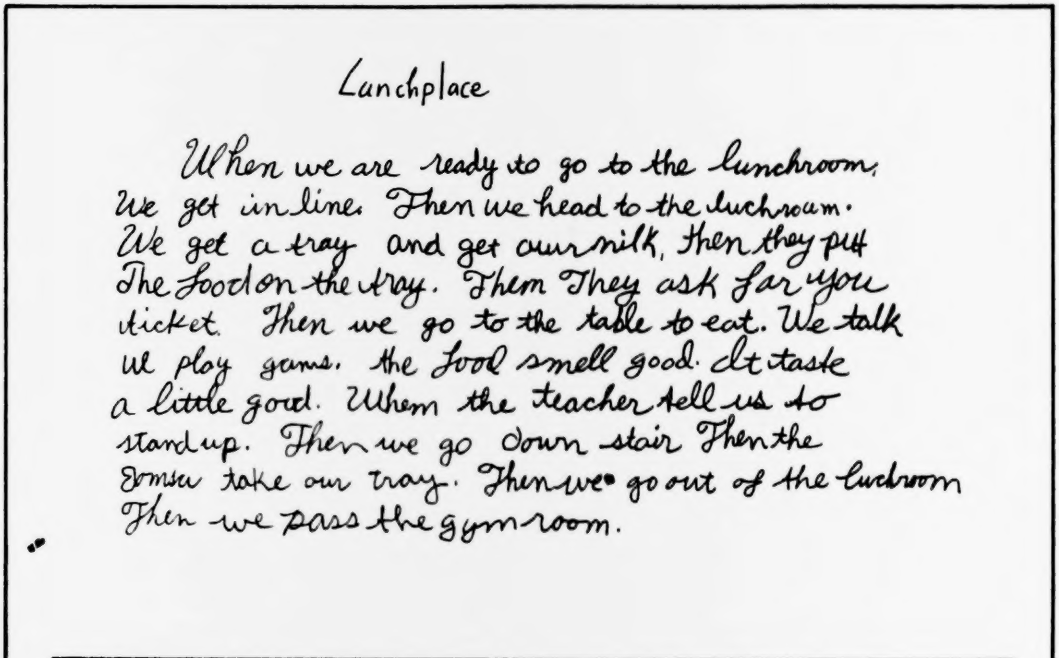
ORGANIZATION - 3 The plan is noticeable, and some points are interrelated.

CONVENTIONS - 3 There are a few minor spelling errors. The misuse of the verb "keep" does not interfere with the description. Improper punctuation in paragraph one causes confusion.

OVERALL - 3 This paper meets the descriptive assignment. The specific details could be developed further, especially in paragraph two.

Grade 4

Descriptive Composition Draft **Rating: 1**



Lunchplace

When we are ready to go to the lunchroom. We get in line. Then we head to the luchroum. We get a tray and get our milk, then they put The food on the tray. Them They ask far you ticket. Then we go to the table to eat. We talk we play gams. the food smell good. It taste a little good. Whem the teacher tell us to standup. Then we go down stair Then the Domsu take our tray. Then we go out of the luchroom Then we pass the gymroom.

FOCUS - 1 The topic is not clear. The title misleads and confuses the main idea.

SUPPORT - 1 The sentences are just a listing and, therefore, give no support to the inferred main idea. The details listed are confusing.

ORGANIZATION - 1 The plan is not evident. The points listed are logical, but are not related to the intended main idea. The length is inappropriate.

CONVENTIONS - 1 There are many major spelling errors. The repetitious sentence structure using the word "then" is a major error.

OVERALL - 1 The focus and support are not in agreement with the description assignment.

Grade 4

Creative Expression Draft **Rating: 5**

Fall Leaves

Colorful fall leaves,
Orange, yellow, red and brown,
Falling everywhere.

FOCUS - 5 The subject and theme relating to nature are clearly developed.

SUPPORT - 5 The sensory details are well developed.

ORGANIZATION - 5 This haiku follows the appropriate form of three lines and 17 syllables.

CONVENTIONS - 5 The haiku format is appropriate for this poetic form.

OVERALL - 5 This haiku follows the standards for this unrhymed form of Japanese verse.

Suggested Topics

Grade Four

Narration

- Tell about a trip to the circus.
- Write about a visit to the dentist or doctor.
- Write a letter to a friend telling about something exciting that happened in gym class.

Exposition

- Explain the relationship between the rotation of the earth and our day and night.
- Write a summary of an informational article.
- Compare and contrast a lemon and an orange.

Persuasion

- Convince a friend to join a club.
- Present a position on eating junk food.
- Write a letter to the manufacturer of your new bicycle, concerning a defective part and suggesting a solution.

Description

- Describe your best friend.
- Describe a favorite zoo animal.
- Describe an insect.

Creative Expression

- Compose a rhymed verse with a nature theme.
- Write a dialogue for two imaginary characters.
- Write a story about an imaginary trip to another planet.

Grade 5

OBJECTIVES OF THE WRITING PROGRAM

Grade 5

Process Objective

Participates in the writing process: prewriting, drafting, revising, editing and proofreading, preparing final copy, sharing and publishing

First Semester

Product Objective	Assignment	Number	Length	Standards
ites for narrative rposes	Personal account of an event composition Audience: peers and teachers	Two	Flexible	Maintains a clear focus Presents related beginning, middle, and end Uses specific details Organizes information clearly and chronologically Uses correct punctuation, capitalization, and spelling Maintains subject and verb agreement
ites for expository rposes	Information-based composition Audience: peers and adults	Two	Three or more paragraphs	Maintains a clear focus Summarizes main idea or thesis in opening and closing statements Uses factual information Organizes facts logically using various patterns of organization and appropriate transitions Uses correct verb tense Maintains correct pronoun reference

Grade 5

First Semester (Cont.)

Product Objective	Assignment	Number	Length	Standards
Writes for creative expression	Skit Audience: peers and adults	One	Flexible	Maintains a clear focus Develops a clear story line Includes an opening, sequential development of actions, and a closing Uses appropriate form Uses appropriate conventions

Grade 5

Second Semester

Product Objective	Assignment	Number	Length	Standards
Writes for persuasive purposes	Problem and solution composition Audience: peers, teachers, other adults	Two	Two or more paragraphs	Maintains a clear focus with an explicit statement of the problem and a solution Provides a convincing summary statement Uses specific details and reasons Organizes ideas logically using appropriate paragraphing and transitions Combines sentences
Writes for descriptive purposes	Description composition: person, place, or object Audience: peers and adults	Two	Two or more paragraphs	Maintains a clear focus Uses concrete, specific, and sensory details Uses logical order Uses a variety of sentence structures
Writes for creative expression	Tall tale Audience: peers and adults	One	Flexible	Maintains a clear focus on a topic, theme, or unifying event Uses descriptions and exaggerations Organizes information clearly and sequentially Uses appropriate conventions for form

Grade 5

Narrative Composition Draft **Rating: 5**

On October 23, 1986, my brother left for Texas and our family misses him a lot. He calls us and we call him. We also write him letters and he writes back. I wish that he could have been here for Christmas this year but he didn't come. On Mother's Day he sent Mom some roses. She loved them.

One day my Mom and Dad had a surprise for me. I was excited. My Mother told me to close my eyes and when I opened them, there was my big brother. I gave him a big hug. We had a lot of fun together He took me to the zoo and the park.

When he left we drove him to the airport. We watched his plane take off. I hope my brother will be back soon because we miss him very much.

Grade 5

Narrative Composition Draft **Rating: 5**

On summer vacation I will ask my father to take me to Texas to see him. He has two big swimming pools and a big back yard to play in. It will be fun.

FOCUS - 4 Even though the topic is missing, the subject and main idea are evident in the first sentence. This narrative needs a stronger closing to tie in with the main idea in the opening.

SUPPORT - 5 There are concrete examples that are credible. There is an in-depth explanation of the relationship of the brother to the family.

ORGANIZATION - 5 The plan is clear with a logical development of the major points. The paragraphing is good, and the length is appropriate.

CONVENTIONS - 5 There are no major errors; the misspelling of "backyard" is a minor error. There is good subject and verb agreement.

OVERALL - 5 The focus is clear with a related beginning, middle, and end. The flaw is in the lack of a stronger closing statement. The conventions are appropriate.

Grade 5

Narrative Composition Draft **Rating: 3**

My Most Memorable Experience.

My most memorable experience was when I was three years old. I was getting ready to leave for my flight to California.

My mother was carring me down the staircase and slipped on one of my brothers toy trucks. My mother broke her leg, my arm and sprained my ankle. My brother was crying because it was his truck. My father got us to the hospital quick. Since my mother was on a crutch and me on a cane we couldn't get on the plane. I remember this so well because the plane we were going to get on crashed.

Grade 5

Narrative Composition Draft **Rating: 3**

FOCUS - 3 The topic is clear, but the main idea is inferred. The beginning and ending paragraphs need further development.

SUPPORT - 3 Some of the details support the topic. Some of the details appear to be a general listing, as in paragraph two. The closing point of the plane crash needs elaboration.

ORGANIZATION -3 The plan is noticeable in the middle but incomplete in the beginning and the end.

CONVENTIONS - 3 There are some major errors in punctuation and spelling. In paragraph two, the paper does not maintain subject and verb agreement.

OVERALL - 3 This is a partially developed composition that clearly addresses the subject, but it needs an elaborated beginning and end. The conventions are not appropriate.

Grade 5

Narrative Composition Draft **Rating: 1**

Memorable Experience

When I went to my aunt's party in Indiana. We went in the forest. We saw two big fat snakes and they were very ugly. and We saw a skunk now that smelled badly. Then we went home by my aunt's house and went to the beach and we had a lotte of fun and I hope we go again.

FOCUS - 1 The main idea cannot be determined. The major points are not clear.

SUPPORT - 1 Little support is provided, and it is very confusing.

ORGANIZATION - 1 The points are not logical or interrelated.

CONVENTIONS - 1 There are many major errors in sentence structure and paragraph formation. The length is not appropriate.

OVERALL - 1 This paper is difficult to read. The major points are not developed. The conventions interfere with communication.

Grade 5

Expository Composition Draft **Rating: 5**

"Comparing the Moon and the Earth"

The moon and the earth have many differences. These differences will be discussed in the following paragraphs.

On the moon there is no plant or animal life. But on the earth, there is much animal and plant life. This difference between the earth and moon is one reason for finding the earth exciting and the moon quite dull. The earth has much air for humans and other species to survive. On the other hand, there is no air to breathe on the moon. This makes it impossible for any species of animals or plants to survive. Another difference between the earth and moon is water. There is no water to drink on the moon. On the earth, though, water is plentiful. On the moon there are no active volcanoes. This may be one good thing in favor of the moon of course, there are many active volcanoes on earth. The whole moon is covered with dust. But even though the earth has some dust, it is not completely covered with dust.

Grade 5

Expository Composition Draft **Rating: 5**

In conclusion, there are many differences between the earth and moon involving water, plant and animal life, and geography. Despite their differences, the moon has some good and bad qualities and so does the earth.

FOCUS - 5 The topic is clear. The main idea is explicitly stated in the opening. The conclusion is strong and directly related to the theme.

SUPPORT - 5 The details and explanations are thorough and accurately relate to the subject.

ORGANIZATION - 5 The plan is clear and precise. The three paragraphs show a good beginning, a strong middle, and a fine conclusion. All the major points are interrelated, with no digressions.

CONVENTIONS - 5 There are no major errors. This composition shows that the student has a good grasp of spelling and grammar at grade 5. The use of the conjunction "but" to start two sentences is not recommended.

OVERALL - 5 This is a well-developed paper. The standards for an expository composition are accurately achieved.

Grade 5

Expository Composition Draft **Rating: 3**

The Earth vs. Moon

I well compare facts about the moon and the earth. The moon has no drinking unlike the earth. That is probably why the is no plant or animal life. Could we live on a planet without water? The answer is no because water would have to brought in. What if there is a drought Do you get the message? Water could become soun or something, you never know. It would take toolong for the water arrive. We could all die. That's why we couldnit live there.

The moon has no air in which living organizims could breathe. We wald have to go around with oxygen masks on. What the mask ran out of oxygen, We would all drop dead. That's why we wuldn't live on the moon with no air.

Grade 5

Expository Composition Draft **Rating: 3**

FOCUS - 3 The topic is clear. The main idea is identified in the opening. A closing statement is missing. The major points are not introduced in the beginning. Paragraph one contains an irrelevant question and some irrelevant ideas.

SUPPORT - 3 Some details are provided for the main idea, and the detail about the oxygen mask is not appropriate.

ORGANIZATION - 3 The plan is clear in the first sentence; after that, there are some major digressions.

CONVENTIONS - 3 There are some spelling and punctuation errors. Some omitted words cause minor confusion.

OVERALL - 3 The focus and supporting details are only partially developed. The organization is incomplete, without a structured beginning, middle, and end.

Grade 5

Expository Composition Draft **Rating: 1**

How is the moon and earth diffrent

On the moon it is very dry. The moon is in one half sometime we have a full moon. The moon is bright at night. it does not have plants or animals life there is no valcanos. it contain Craters. One side is dark and the other part is bright. On the earthwe have plants and air and storms we have drinking water to we have animal life and the earth don't float like the moon on earth one sidels dark and the other side wouldbe light.

FOCUS - 1 The topic is clear from this title, but the main idea is not present. The ideas written about are unrelated.

SUPPORT - 1 The supporting details are very confusing. Differences are listed, and the reference to the moon's phases is inappropriate and inaccurate.

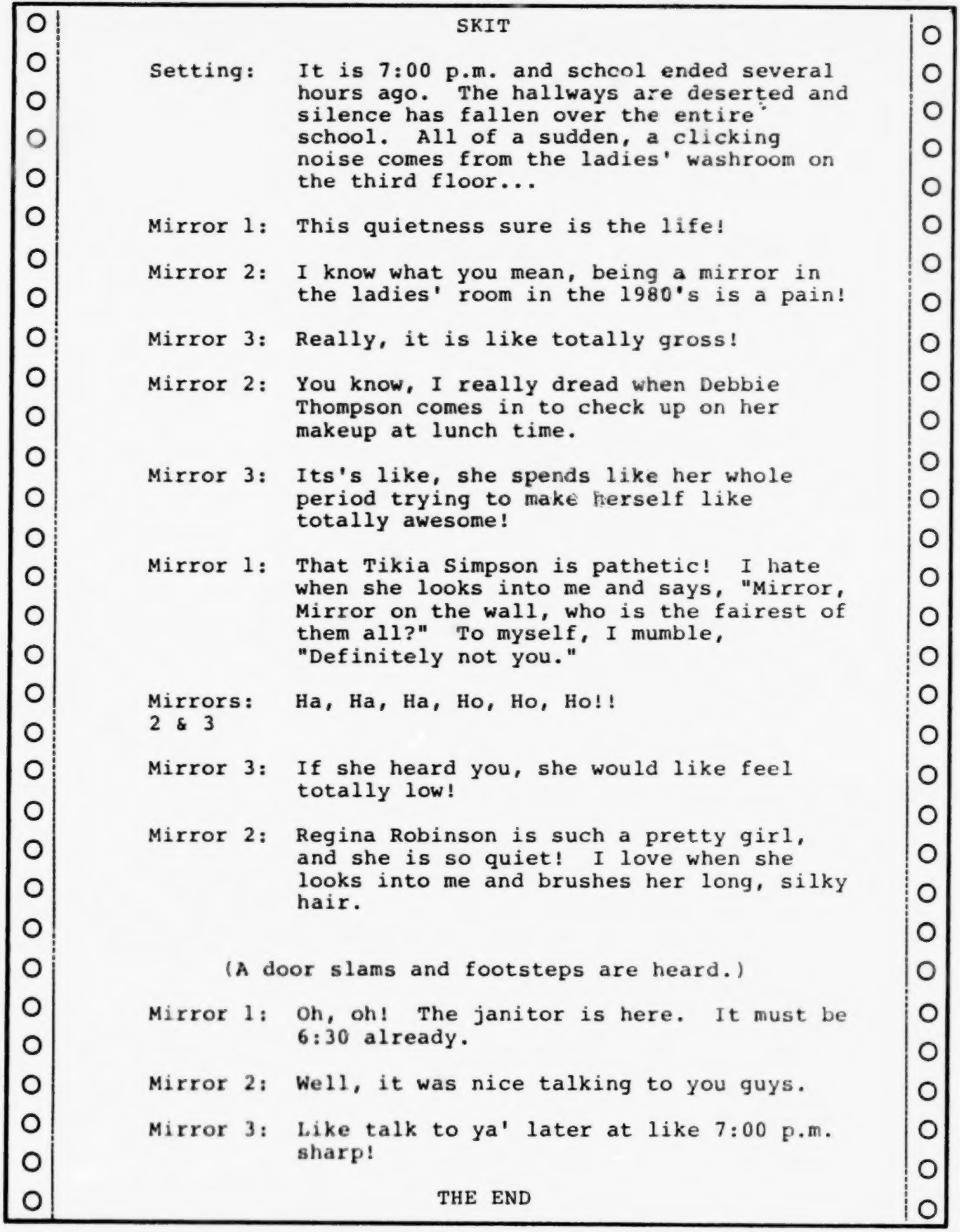
ORGANIZATION - 1 The points listed are not logically related. The length is not appropriate.

CONVENTIONS - 1 The lack of sentence structure and paragraph format and the many major errors in grammar interfere with the explanation of the topic.

OVERALL - 1 This paper has numerous convention errors that hamper the logical development of the composition.

Grade 5

Creative Expression Draft **Rating: 5**



SKIT

Setting: It is 7:00 p.m. and school ended several hours ago. The hallways are deserted and silence has fallen over the entire school. All of a sudden, a clicking noise comes from the ladies' washroom on the third floor...

Mirror 1: This quietness sure is the life!

Mirror 2: I know what you mean, being a mirror in the ladies' room in the 1980's is a pain!

Mirror 3: Really, it is like totally gross!

Mirror 2: You know, I really dread when Debbie Thompson comes in to check up on her makeup at lunch time.

Mirror 3: Its's like, she spends like her whole period trying to make herself like totally awesome!

Mirror 1: That Tikia Simpson is pathetic! I hate when she looks into me and says, "Mirror, Mirror on the wall, who is the fairest of them all?" To myself, I mumble, "Definitely not you."

Mirrors: 2 & 3: Ha, Ha, Ha, Ho, Ho, Ho!!

Mirror 3: If she heard you, she would like feel totally low!

Mirror 2: Regina Robinson is such a pretty girl, and she is so quiet! I love when she looks into me and brushes her long, silky hair.

(A door slams and footsteps are heard.)

Mirror 1: Oh, oh! The janitor is here. It must be 6:30 already.

Mirror 2: Well, it was nice talking to you guys.

Mirror 3: Like talk to ya' later at like 7:00 p.m. sharp!

THE END

Grade 5

Creative Expression Draft **Rating: 5**

FOCUS - 5 The unifying event is clearly maintained and could easily be extended.

SUPPORT - 5 The opening event sets the stage for the sequential development.

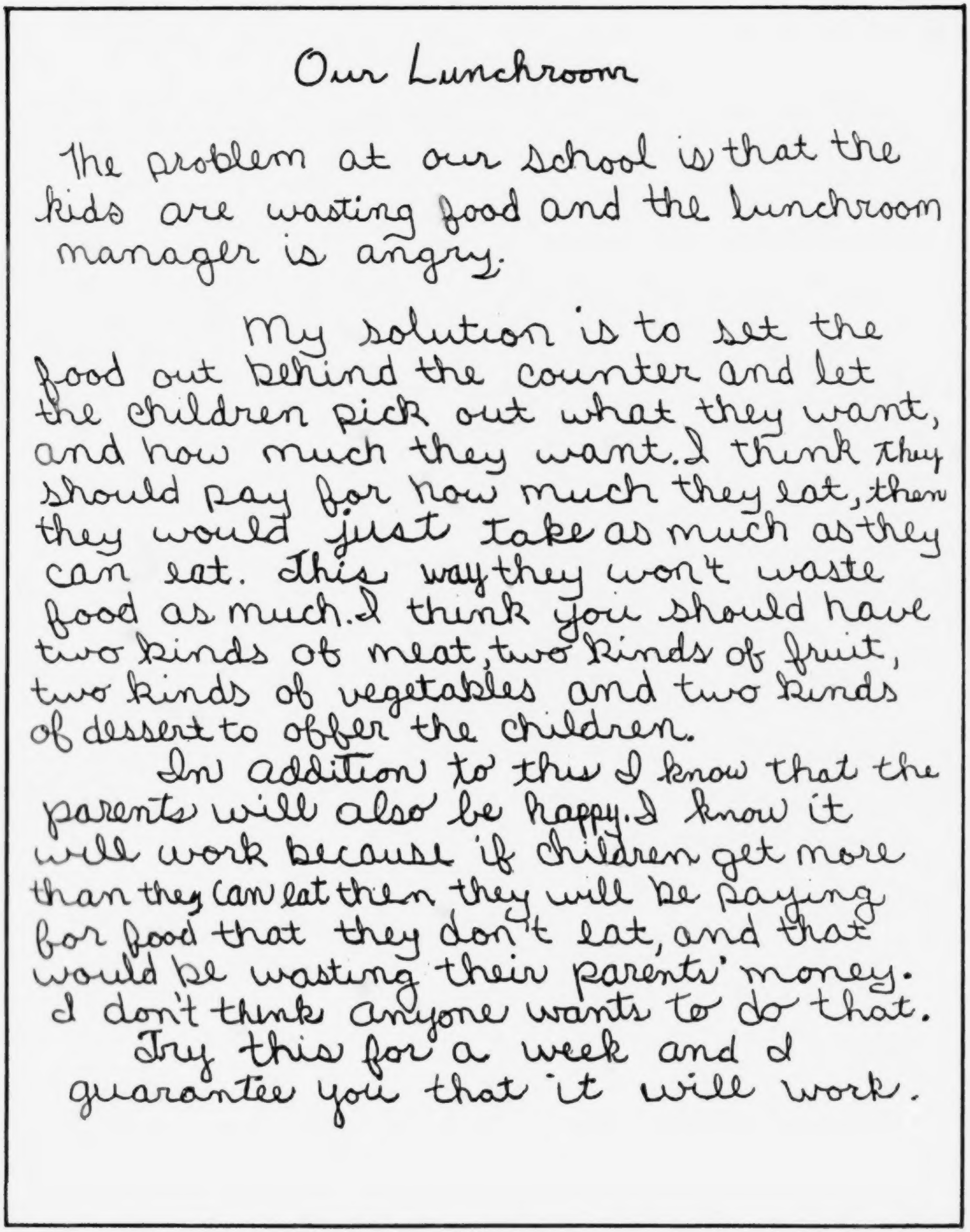
ORGANIZATION - 5 The skit follows the appropriate form with the setting, plot, and characters.

CONVENTIONS - 5 The conventions are appropriate for this literary form.

OVERALL - 5 The content and form are clear and developed.

Grade 5

Persuasive Composition Draft: Problem and Solution* **Rating: 5**



Our Lunchroom

The problem at our school is that the kids are wasting food and the lunchroom manager is angry.

My solution is to set the food out behind the counter and let the children pick out what they want, and how much they want. I think they should pay for how much they eat, then they would just take as much as they can eat. This way they won't waste food as much. I think you should have two kinds of meat, two kinds of fruit, two kinds of vegetables and two kinds of dessert to offer the children.

In addition to this I know that the parents will also be happy. I know it will work because if children get more than they can eat then they will be paying for food that they don't eat, and that would be wasting their parents' money. I don't think anyone wants to do that.

Try this for a week and I guarantee you that it will work.

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*This composition is intended to influence the principal.

Grade 5

Persuasive Composition Draft: Problem and Solution **Rating: 5**

FOCUS - 5 The topic is clear and the main idea is explicit. The problem is identified and solutions are offered. The major points are introduced in the the opening and followed through in the closing paragraph.

SUPPORT - 5 The details supporting the topic are specific, credible, and convincing.

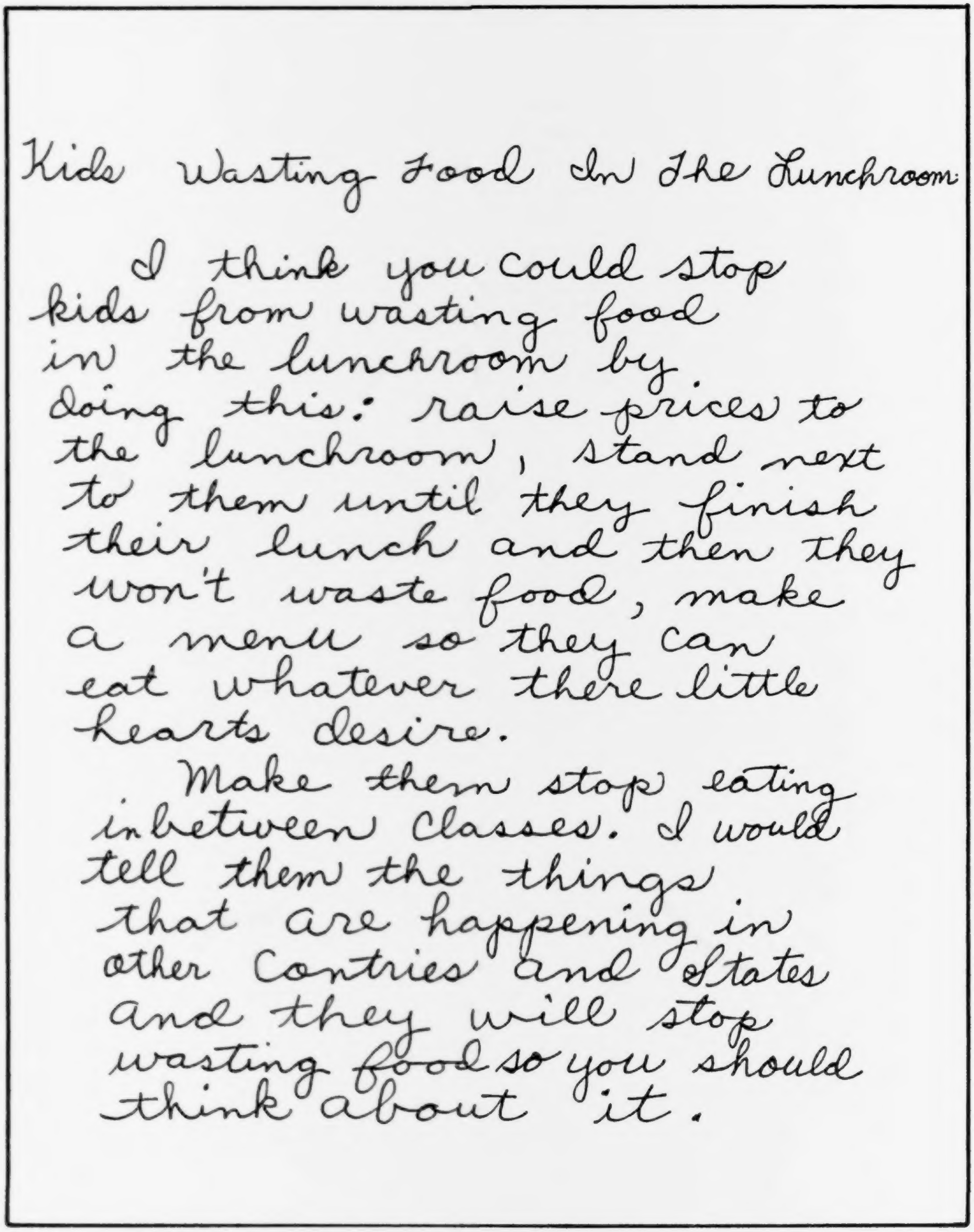
ORGANIZATION - 5 The points are logical and interrelated. The paragraphing is appropriate with good use of transitions.

CONVENTIONS - 5 There are no major errors in sentence structure, paragraph format, spelling, punctuation, or grammar.

OVERALL - 5 This paper presents a problem and a convincing solution. The opening and summary statements are related. The supporting details are strong and convincing.

Grade 5

Persuasive Composition Draft: Problem and Solution* **Rating: 3**



Kids Wasting Food In The Lunchroom

I think you could stop kids from wasting food in the lunchroom by doing this: raise prices to the lunchroom, stand next to them until they finish their lunch and then they won't waste food, make a menu so they can eat whatever there little hearts desire.

Make them stop eating inbetween Classes. I would tell them the things that are happening in other Contries and States and they will stop wasting food so you should think about it.

*This composition is intended to influence the teacher.

Grade 5

Persuasive Composition Draft: **Problem and Solution** **Rating: 3**

FOCUS - 3 The topic is present, and the main idea is identified in the opening. A convincing closing summary statement is missing.

SUPPORT - 3 Some supporting details are only partially developed. The specific explanations appear as a listing and need elaboration.

ORGANIZATION - 3 The plan is clear. There is an uneven use of paragraphs. Not all the points are interrelated.

CONVENTIONS - 3 There are run-on sentences. The misuse of a preposition in paragraph one causes confusion. There are some minor spelling errors.

OVERALL - 3 The major points are not developed as a problem and solution persuasive argument. The details are listed; they should be elaborated on in order to be convincing.

Grade 5

Persuasive Composition Draft: Problem and Solution* **Rating: 1**

Children Wasting Food!

Children wasting food is a true fact. The way they through away their food is a shame. So this is my solution it is: They should make a menu so they would look at the nenu and if they didn't like it the wouldn't order for that day. So now the kids wounldnt waste the food from the school Cafeteria. Reason: The menu will be there so now hopefully there wont be a problem in the school Cofeteria no more!

FOCUS - 1 The topic and main idea are not clear. The opening and closing statements are unrelated. Major points are not present.

SUPPORT - 1 There is little support. The one supporting detail is confusing and only partially explained.

ORGANIZATION - 1 A plan is attempted. The length and the paragraphing are not appropriate.

CONVENTIONS - 1 There are many major errors in sentence structure, paragraph format, spelling, grammar, and punctuation.

OVERALL - 1 The paper needs major revisions in the organization and logical development of ideas. The convention errors make this paper confusing and difficult to read.

*This composition is intended to influence the principal.

Grade 5

Descriptive Composition Draft **Rating: 5**

Our School Lunchroom

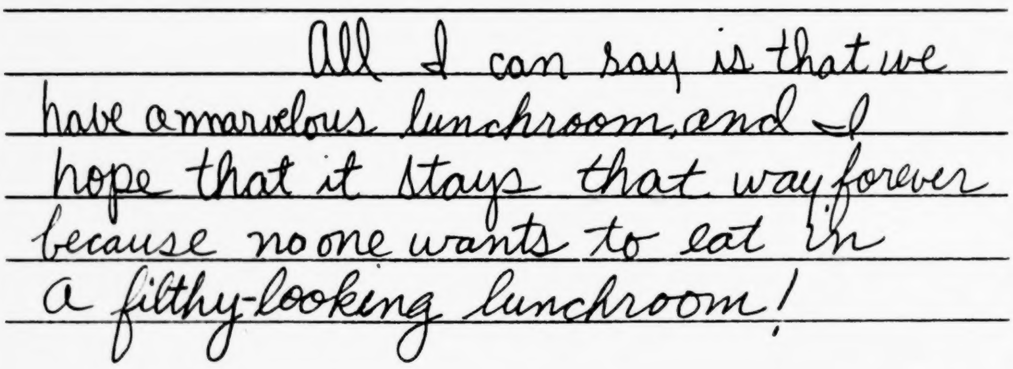
Our school lunchroom is quite large and bright. The people who work in the lunchroom keep it sparkling all the time. Sometimes the food is delicious, and at other times it can be really disgusting.

When you walk into the lunchroom, you may think to yourself wow this is a noisy lunchroom! We have a part in the cleaning department, too. We have to make sure that we have no food or anything left on the floor when we get finished eating.

I feel that our lunchroom looks fantastic all through the year. I don't know how they keep it so neat in there, even when kids make some of the bigger messes in there they still keep it spotless!

Grade 5

Descriptive Composition Draft **Rating: 5**



All I can say is that we have a marvelous lunchroom, and I hope that it stays that way forever because no one wants to eat in a filthy-looking lunchroom!

FOCUS - 5 The topic is clear, and the main idea is expressed in the opening paragraph. The concluding paragraph is related to the content and summarizes the main idea.

SUPPORT - 5 The major points are elaborated on with appropriate descriptions of the topic. The statement about noise is irrelevant.

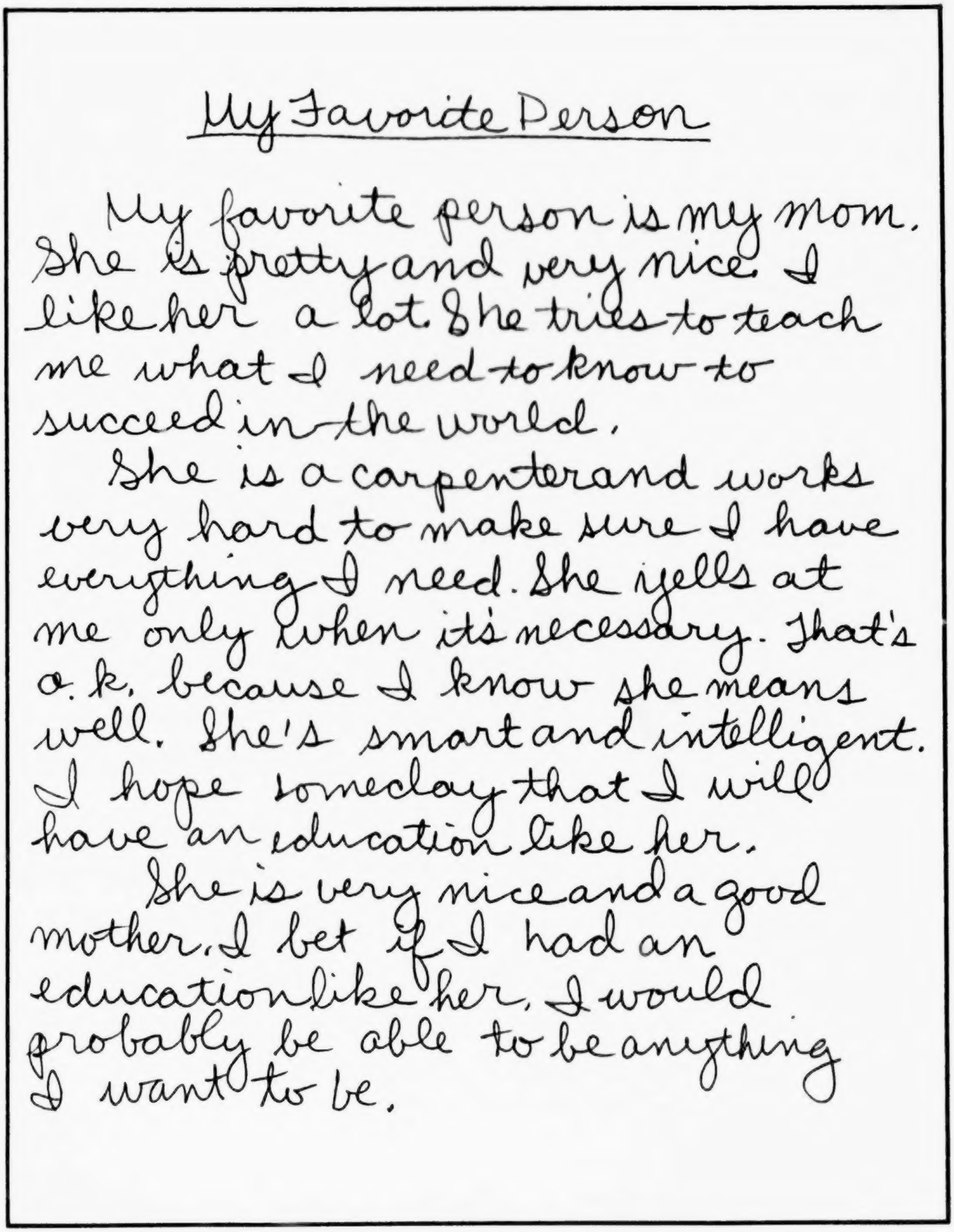
ORGANIZATION - 5 The plan is clear. The paper shows a good use of paragraphing. All the points are interrelated, with no digressions.

CONVENTIONS - 5 There are no major errors in conventions.

OVERALL - 5 The focus is generally on target. It is a well-formed descriptive composition.

Grade 5

Descriptive Composition Draft **Rating: 3**



My Favorite Person

My favorite person is my mom. She is pretty and very nice. I like her a lot. She tries to teach me what I need to know to succeed in the world.

She is a carpenterand works very hard to make sure I have everything I need. She yells at me only when it's necessary. That's o.k. because I know she means well. She's smart and intelligent. I hope someday that I will have an education like her.

She is very nice and a good mother. I bet if I had an educationlike her, I would probably be able to be anything I want to be.

Grade 5

Descriptive Composition Draft **Rating: 3**

Sometimes she makes me mad. but I still love her. My mom asks my opinion and that makes me feel good. I love my mom a lot.

FOCUS - 3 The topic is clear, and the main idea is identified in paragraph one. There is a concluding statement, but its relationship to the opening is only implied.

SUPPORT - 3 The details supporting the main idea are general, and the major points need elaboration.

ORGANIZATION - 3 The plan is noticeable. The use of different transitional words in paragraphs two and three would enhance the major points. In paragraph three, there is a major gap between the two main points. Both points need further elaboration.

CONVENTIONS - 3 There is an overuse of the pronoun "she." In paragraph three, there is a misuse of the pronoun "her."

OVERALL - 3 The support in this composition could be further developed with the elaboration of the major points introduced in each paragraph. The points are stated but not explained.

Grade 5

Descriptive Composition Draft **Rating: 1**

Lunch Place

I see lots of people that I am related to. I lots of talking and banging each day at lunch time. I smell something wonderfu cooking each day at lunch time. Now are you ready to guess where I eat my lunch each day. Well it's time to guess where I eat. D you know where I eat lunch? If you guessed my house you were right. I eat lunch a home.

FOCUS - 1 The topic is not clear when the title is related to the opening sentence. The main idea cannot be determined, and there are no major points.

SUPPORT - 1 The few supporting sentences are very confusing.

ORGANIZATION - 1 There is no structural plan, and the ideas are not interrelated. The length and paragraphing are not appropriate.

CONVENTIONS - 1 There are many major errors in sentence structure and grammar.

OVERALL - 1 There is no focus or plan to this paper. The major errors in sentence construction make it confusing. There is no organization of a beginning, middle, and end.

Grade 5

Creative Expression Draft **Rating: 5**

Tall Tale

Have you met my family? Well I would like you to meet them now. My brother's name is Tony. He is so tall as a tree! My sister's name is Elvira. She is 1,000 feet tall! My other brother's name is Francisco. He is 982 feet tall! My father's name is Javier. He is 3,982 feet tall! My mother's name is Elisa. She is 4,000 feet tall! My family is very strong, all together it weighs 999,999,999 tons..

One day my family went out, but left me alone in the house. Our house is as big as a mountain. The bathtub is as big as a truck. Everything in our house is big including me! I decided to surprise my family and I cleaned the house. I cleaned it with the speed of light. In exactly 22 seconds it was shining bright. It took 62 gallons of soap to clean the floor, and 42 gallons of wax to clean the car. When I finished I decided to cook some food. We really eat alot. I went to the store but they didn't have 9,000 chickens so I had to settle for 7,982 chickens. It took me 30 seconds to cook the dinner.

When my family came home, they were so happy you can hear them say "thank you" all the way to Boston! We started eating **all** the food, but we didn't have enough. So we bought a restaurant and ate **all** the food.

Grade 5

Creative Expression Draft **Rating: 5**

FOCUS - 5 This tall tale maintains the focus on the topic and the theme.

SUPPORT - 5 The descriptions and exaggerations are sufficiently developed.

ORGANIZATION - 5 The information is clearly and sequentially organized.

CONVENTIONS - 5 There are no major errors. In paragraph three, the verb tense for "can" is incorrect.

OVER-ALL - 5 This composition is a well-formed tall tale. The focus is maintained throughout, and exaggeration is included in the support.

Suggested Topics

Grade Five

Narration

- Write about buying a gift for someone special.
- Tell about a winter blizzard.
- Write a letter telling about the happiest day in your life.

Exposition

- Explain how to find a particular book in a library.
- Compare and contrast a flat map with a globe.
- Explain why water is important to animals.

Persuasion

- Write a letter requesting a community person to speak to your class.
- Take a position regarding a controversial television commercial.
- Present a solution for several family members needing to use the same telephone.

Description

- Describe a favorite relative.
- Describe your classroom.
- Describe a cartoon character.

Creative Expression

- Interpret the mood in a poem or a picture.
- Write a skit in which you reverse your role with that of your parent.
- Write a fable.

Grade 6

OBJECTIVES OF THE WRITING PROGRAM

Grade 6

Process Objective

Participates in the writing process: prewriting, drafting, revising, editing and proofreading, preparing final copy, sharing and publishing

First Semester

Product Objective	Assignment	Number	Length	Standards
Writes for narrative purposes	Personal account of an event composition Audience: peers and teachers	Two	Flexible	Maintains a clear focus Presents related beginning, middle, and ending Incorporates specific details Organizes information clearly and chronologically Uses correct punctuation, capitalization, and spelling
Writes for expository purposes	Information-based composition Audience: peers and teachers	Two	Two or more paragraphs	Maintains a clear focus Summarizes main idea or thesis in opening and closing statements Uses factual information Organizes facts logically using various patterns of organization and appropriate transitions Uses compound and complex sentences

Grade 6

First Semester (Cont.)

Product Objective	Assignment	Number	Length	Standards
Writes for creative expression	Folktale	Two	Flexible	Maintains a focus on a clear topic, theme, or unifying event Uses figurative language and descriptive details Organizes information clearly and sequentially Combines sentences

Grade 6

Second Semester

Product Objective	Assignment	Number	Length	Standards
Writes for persuasive purposes	Position composition Audience: peers and adults	Two	Two or more paragraphs	Maintains a focus by taking a position and summarizing in the opening Uses details, reasons, and examples Organizes ideas logically using appropriate paragraphing and transitions Maintains consistent verb tense
Writes for descriptive purposes	Descriptive composition: person, place, or object Audience: peers, teachers, other adults	Two	Two or more paragraphs	Maintains a clear focus Uses specific and sensory details Organizes ideas logically using appropriate paragraphing and transitions Uses a variety of sentence structures Avoids incorrect use of common words
Writes for creative expression	Short story Audience: peers, teachers, other adults	Two	Flexible	Maintains a focus with a unifying theme or event Develops elements of plot Provides an opening, a chronology of actions or events, and a closing Uses paragraphing and transitions

Grade 6

Narrative Composition Draft **Rating: 5**

A Day at the Beach

On Saturday, May 30, I had an experience I won't forget. My older sister took my 2 other sisters, her boyfreind and me to the beach. The drive there was nice. When we got there it took an hour to find parking. When we did, we had to walk about ½ mile to the beach. At the beach, we spread out a blanket. My sister and her boyfreind sat on it, but the 3 of us went to the water.

Ugh! That was my first thought. The water was dirty and polluted. We found a half-decent place and went in. It was freezing! My legs went numb. But after a while we got used to it.

Grade 6

Narrative Composition Draft **Rating: 5**

During this time, it got cloudy. There were dark clouds all over the sky. We had only been there about 15 minutes and my sister said we should leave. We packed up and hurried toward the car. It began to drizzle. We went faster.

Then, BOOM!!!! There was a thunderclap so loud, the ground seemed to vibrate. Then the rain began pouring down so fast that everything seemed foggy. We all began to run. The rain was like needles. Stinging and pricking us, we ran to find someplace for shelter to get away from the rain. My sister's boyfriend ran ahead to start the car. We rested under a tree. We were soaked. I was more wet than I had been at the beach. My hair and clothes were dripping. We started walking to the car. We walked because we couldn't get any wetter. When we finally got to the car, we spread out the blanket and sat down, feeling relieved. Then we drove home.

I felt dissapointed because our day was ruined. I was angry too. Not at anyone in particular, just angry. Next time we went to the beach, we'd make sure that didn't happen again!

The End

Grade 6

Narrative Composition Draft **Rating: 5**

FOCUS - 5 The major points in the chronology and the closing statement are clearly related to the opening main idea.

SUPPORT - 5 All details are specific. Both descriptive language and figurative language are used.

ORGANIZATION - 5 The narrative plan is evident in the student's well-organized and well-ordered paragraphs.

CONVENTIONS - 4 There are no major errors. Some minor errors occur in punctuation and spelling. There is a misplaced modifier which causes some confusion and a sentence fragment.

OVERALL - 5 The student's detailed account is enhanced by the inclusion of reactions to the experience.

Grade 6

Narrative Composition Draft **Rating: 3**

My first Bike

My best experience is when I got my first bike. My dad decided to Get me a bike. since I was getting good grades and doing good in school. One day on my way home my dad saw me and walked me home. When I got there he said he had a surprise for me. I went in and saw a shiny new grey bike and that was the first bike I ever had in my entire life. That was the most experienced day of my life.

FOCUS - 3 The main idea is inferred. Major points are not given.

SUPPORT - 3 The student attempts to support the main idea, explaining the reason for the purchase of the bicycle. Description of the bicycle is given.

ORGANIZATION - 3 The plan is clear; the student makes some logical points, but others are confusing. There are no paragraphs or major transitions.

CONVENTIONS - 3 There are errors in verb tense consistency, spelling, and word usage.

OVERALL - 3 The student's narrative development is limited. Extending the events in the narration would add to the story's interest.

Grade 6

Narrative Composition Draft **Rating: 1**

My Memorable Experience

When I was five i had just got an new bike and i was so exited I got on my bike and it was still lose and when i got on it, it fell. So when i just learned how to ride a bike i kept falling. The next year my aunt let us go to the vet with her because her dog was sick.

When I was twelve years old i had a bus bike. So when it was a month or two I got a new bike and it was a huffy we went riding. It was Vanessa, me, mother and my sister.

or Back too when i was eleven i was in Room 202 and my aunt had to come for my brother everyday because he was playing in the classroom everyday. But on his report card it was E, g, and S's

FOCUS - 1 The student starts to focus on a memorable experience but in the second paragraph moves on to another experience. The opening and the closing statements are unrelated. The last paragraph concludes with yet another experience. The main idea must be inferred.

Grade 6

Narrative Composition Draft Rating: 1

SUPPORT - 1 The paper is not a cohesive narrative. There are at least three recollections of different experiences, two of which are completely unrelated to the bike and cause confusion. The recollections are not chronological.

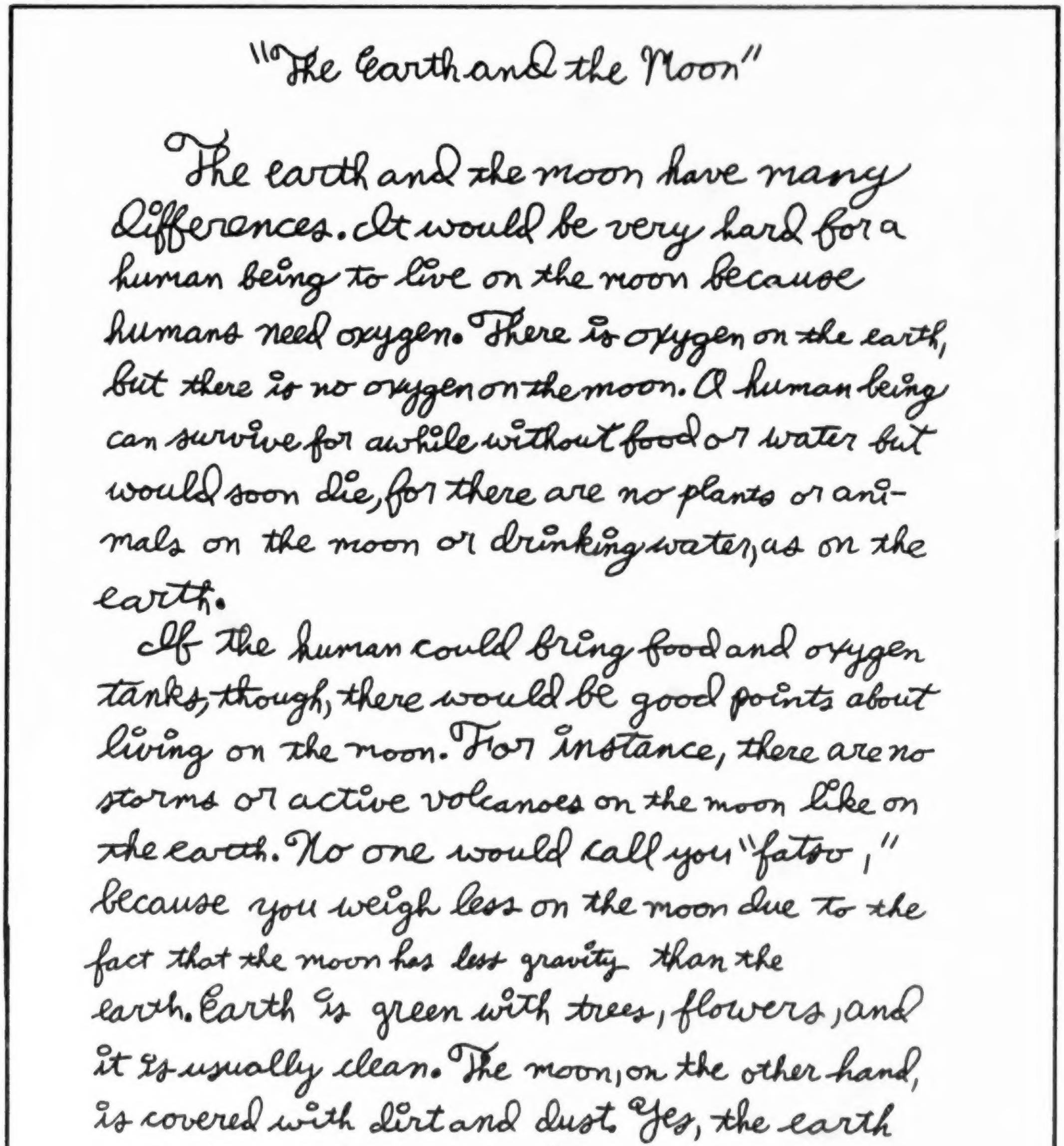
ORGANIZATION - 1 None of the points in paragraphs one to three are logically related. There are weak transitions between paragraphs.

CONVENTIONS - 1 There are many minor errors causing confusion. The student uses confusing verb tense and misuses a pronoun. There is a problem with sentence combining. The run-on sentences also hamper readability. There are capitalization, spelling, and homonym errors.

OVERALL - 1 The student has problems in many areas. Prewriting activities and adherence to one focus would help to alleviate many of the problems.

Grade 6

Expository Composition Draft Rating: 5



"The Earth and the Moon"

The earth and the moon have many differences. It would be very hard for a human being to live on the moon because humans need oxygen. There is oxygen on the earth, but there is no oxygen on the moon. A human being can survive for awhile without food or water but would soon die, for there are no plants or animals on the moon or drinking water, as on the earth.

If the human could bring food and oxygen tanks, though, there would be good points about living on the moon. For instance, there are no storms or active volcanoes on the moon like on the earth. No one would call you "fatso," because you weigh less on the moon due to the fact that the moon has less gravity than the earth. Earth is green with trees, flowers, and it is usually clean. The moon, on the other hand, is covered with dirt and dust. Yes, the earth and the moon have many differences.

Grade 6

Expository Composition Draft Rating: 5

FOCUS - 5 The topic is clear. The points are explicitly stated in the opening. The opening and closing statements are related to the topic and content.

SUPPORT - 5 The details are specific, concrete, and accurate.

ORGANIZATION - 5 The major points are logically developed into specific paragraphs.

CONVENTIONS - 5 Correct grammar usage, sentence structure, and punctuation are present throughout this paper.

OVERALL - 5 This paper meets the expected grade-level standards. The student's ideas are clearly communicated.

Grade 6

Expository Composition Draft **Rating: 3**

"There are Many Differences Between the Earth and Moon"

The Earth and moon have many differences. Some reasons for these differences may be the way they are placed in the Solar System or their distance from the sun. Also they may have differences because of what the plant is made of. Some facts about the Earth are we have drinking water. There's air on the plant so humans and plants and animals can breathe and live. There's gravity on the planet so we won't float.

Some facts about the Moon are there is no plant or animal life. There's no active volcanos or drinking water. It's covered with craters and dust. It is made of rock. It's also cold on the darkside and hot on the light side.

Grade 6

Expository Composition Draft　　Rating: 3

FOCUS - 3 The main idea is very clear, but a closing statement is missing.

SUPPORT - 3 Many of the details are listed without elaboration.

ORGANIZATION - 3 Not all ideas are logically connected, but the overall plan is clear.

CONVENTIONS - 3 There are capitalization errors, misspellings that cause some confusion, and words inappropriately made compound.

OVERALL - 3 There is a need for a more carefully balanced and elaborated contrast.

Grade 6

Expository Composition Draft **Rating: 1**

Earth/moon

In the moon there is no drinking. And you cant do any thing Because on the moon if you want to go Out and get fresh air you could not hardly breathe. The moon is not a very thing for you to play With. But they dont do anything that the other land does So that's all About the Kearth and the moon.

FOCUS - 1 The main idea cannot be determined. There are no major points stated in the opening or closing.

SUPPORT - 1 The support is inadequate, confusing, and inaccurate.

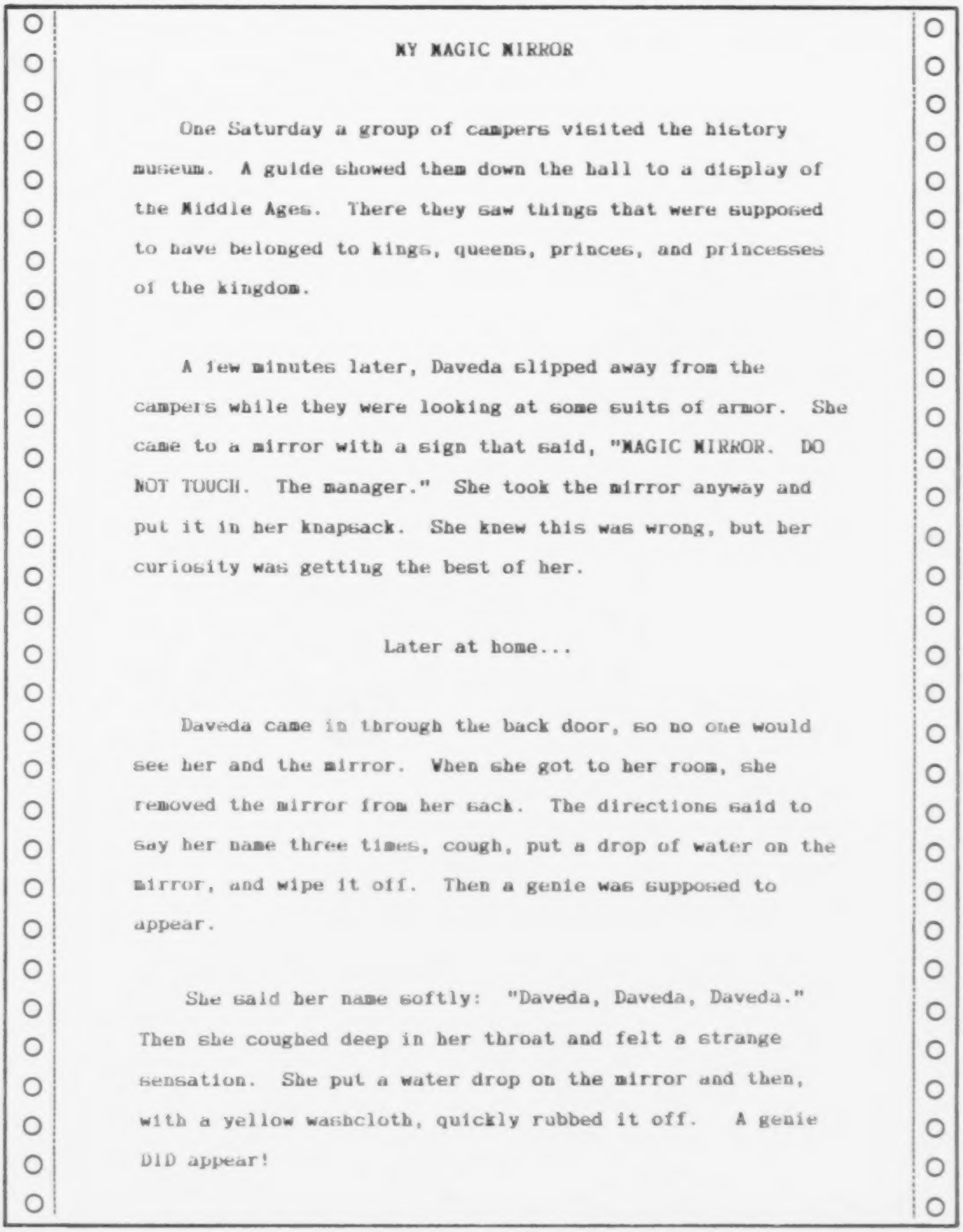
ORGANIZATION - 1 There is no evidence of a plan. There are no logically developed points.

CONVENTIONS - 1 There are major errors in punctuation, capitalization, word usage, and word omissions. The paper is very confusing and does not meet grade-level standards.

OVERALL - 1 There is no plan, nor are major points present. The paper lacks coherence, adequate support, and clarity.

Grade 6

Creative Expression Draft **Rating: 5**



MY MAGIC MIRROR

One Saturday a group of campers visited the history museum. A guide showed them down the hall to a display of the Middle Ages. There they saw things that were supposed to have belonged to kings, queens, princes, and princesses of the kingdom.

A few minutes later, Daveda slipped away from the campers while they were looking at some suits of armor. She came to a mirror with a sign that said, "MAGIC MIRROR. DO NOT TOUCH. The manager." She took the mirror anyway and put it in her knapsack. She knew this was wrong, but her curiosity was getting the best of her.

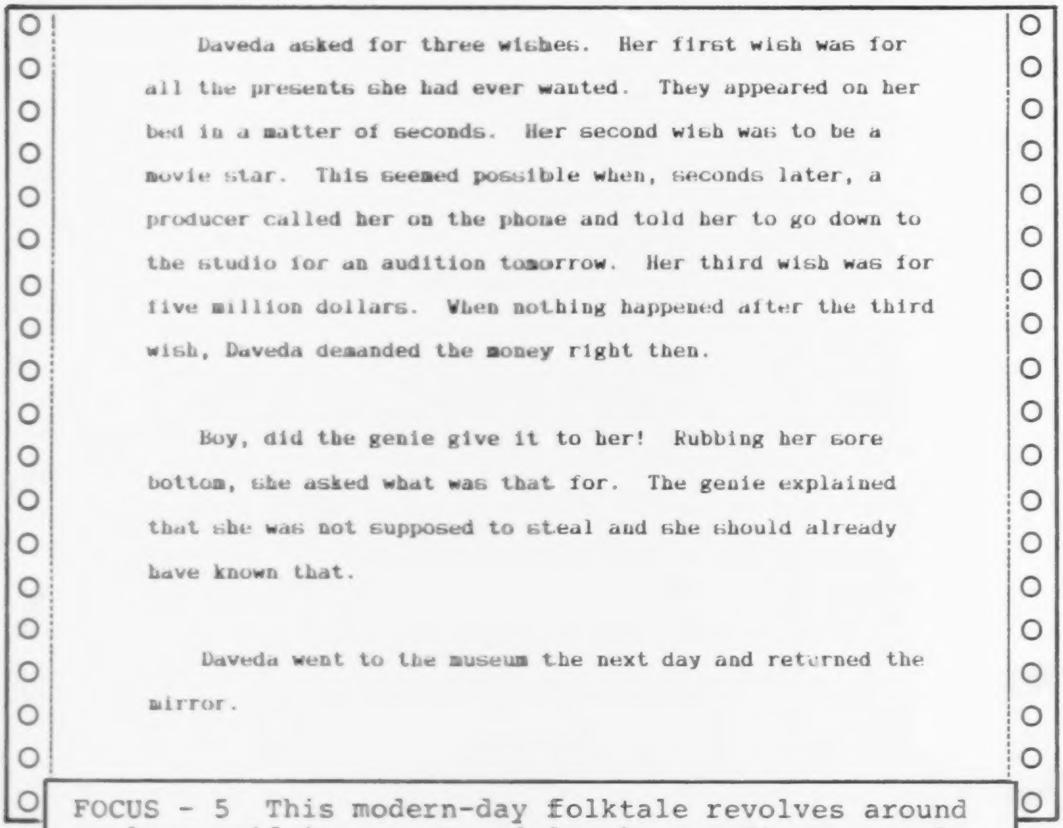
Later at home...

Daveda came in through the back door, so no one would see her and the mirror. When she got to her room, she removed the mirror from her sack. The directions said to say her name three times, cough, put a drop of water on the mirror, and wipe it off. Then a genie was supposed to appear.

She said her name softly: "Daveda, Daveda, Daveda." Then she coughed deep in her throat and felt a strange sensation. She put a water drop on the mirror and then, with a yellow washcloth, quickly rubbed it off. A genie DID appear!

Grade 6

Creative Expression Draft Rating: 5



Daveda asked for three wishes. Her first wish was for all the presents she had ever wanted. They appeared on her bed in a matter of seconds. Her second wish was to be a movie star. This seemed possible when, seconds later, a producer called her on the phone and told her to go down to the studio for an audition tomorrow. Her third wish was for five million dollars. When nothing happened after the third wish, Daveda demanded the money right then.

Boy, did the genie give it to her! Rubbing her sore bottom, she asked what was that for. The genie explained that she was not supposed to steal and she should already have known that.

Daveda went to the museum the next day and returned the mirror.

FOCUS - 5 This modern-day folktale revolves around a clear unifying event and involves ordinary people.

SUPPORT - 5 The interweaving of mystical and realistic elements affirms the folktale tone of this story. The folktale genre would have been more clearly defined if the writer had included more figurative language, descriptive details, and dialogue. However, the story is told in a lively, suspenseful fashion.

ORGANIZATION - 5 Details are logically sequenced with appropriate transitional expressions.

Grade 6

Creative Expression Draft **Rating: 5**

CONVENTIONS - 5 There is evidence of complex and compound sentences mingled with simple sentences; the result is a nice rhythmic variety.

OVERALL - 5 The story is effective because of its well-planned, humorous details which build toward a clear climax.

Grade 6

Persuasive Composition Draft **Rating: 5**

The reason I'm writing this composition is that a company in Chicago is offering a helicopter ride over Chicago for free, if I can persuade Dr. (name) to choose me as one out of the two kids to go on the helicopter ride.

I think I should be chosen because, I would enjoy the ride. I would never forget the experience of flying and looking at everything It would be like looking at Chicago from the birds paint of view.

The school would benefit because, the school would probably be the only one to have photographs of the buildings in Chicago taken from a student in a helicopter.

I would feel wonderful if I am chasen. I'd also be proud of myself far being able to write well enough to be chasen.

Grade 6

Persuasive Composition Draft Rating: 5

FOCUS - 5 The topic is announced and clear.

SUPPORT - 4 The main idea is explained and elaborated. Additional descriptive details would enhance the paper.

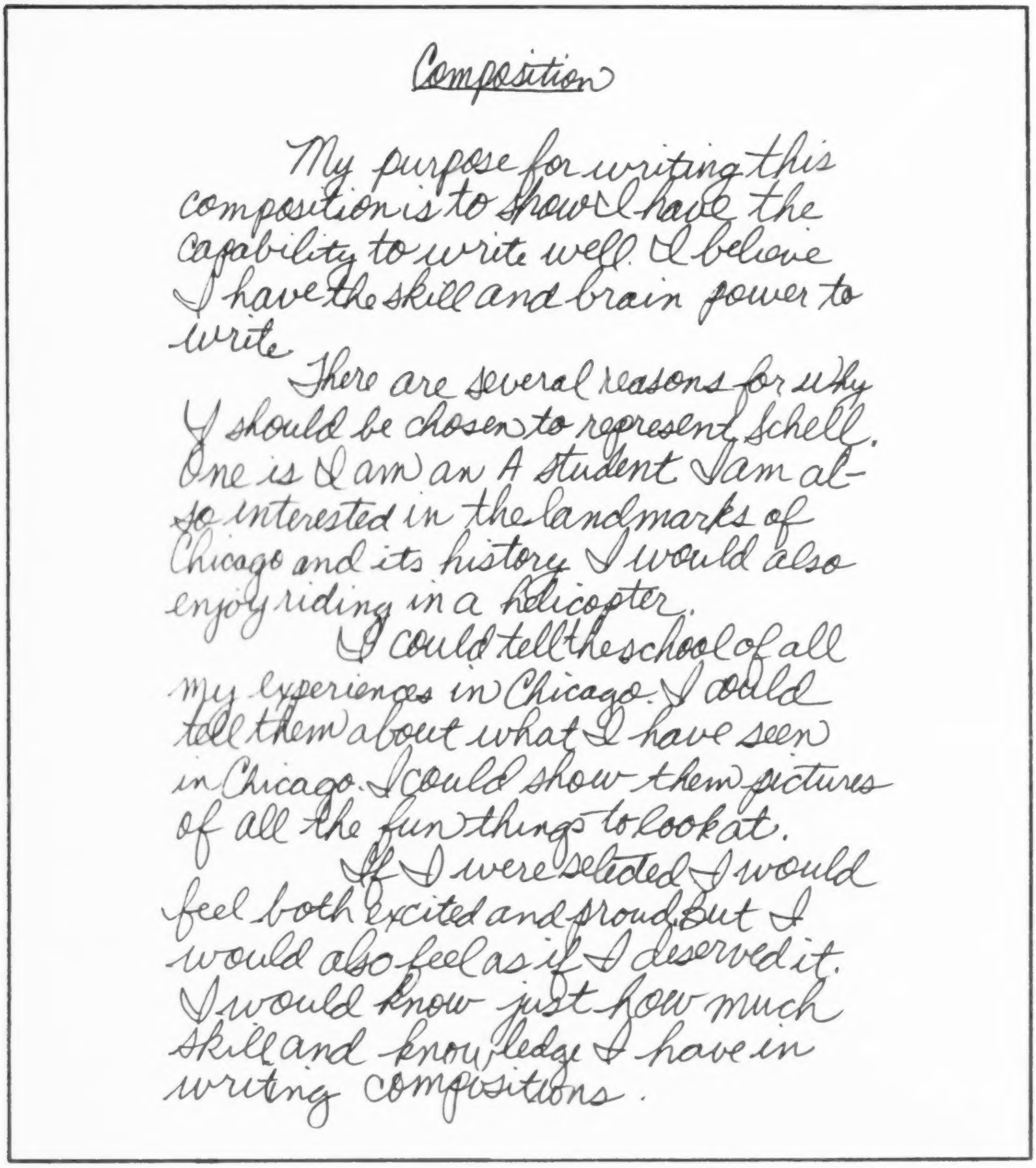
ORGANIZATION - 5 There are no digressions. All points are logically developed and interrelated.

CONVENTIONS - 4 There are no major errors. Some minor errors occur in preposition usage and punctuation (placement of commas after the conjunction in compound sentences). Inaccuracies in penmanship make some words appear to be misspelled. There is a misplaced modifier.

OVERALL - 5 The composition is clearly focused. The minor errors in conventions do not interfere with communication.

Grade 6

Persuasive Composition Draft **Rating: 3**



Composition

My purpose for writing this composition is to show I have the capability to write well. I believe I have the skill and brain power to write

There are several reasons for why I should be chosen to represent Schell. One is I am an A student. I am also interested in the landmarks of Chicago and its history I would also enjoy riding in a helicopter.

I could tell the school of all my experiences in Chicago. I could tell them about what I have seen in Chicago. I could show them pictures of all the fun things to look at.

If I were selected I would feel both excited and proud, but I would also feel as if I deserved it. I would know just how much skill and knowledge I have in writing compositions.

Grade 6

Persuasive Composition Draft **Rating: 3**

FOCUS - 3 The topic is presented in the second paragraph, but the main idea must be inferred.

SUPPORT - 3 Most reasons are generally stated, but some of the points lack adequate support.

ORGANIZATION - 3 There is some confusion as to the purpose of the paper in the opening paragraph. Some points are logically developed, but the reader must infer their significance.

CONVENTIONS - 3 There is overuse of the pronoun I throughout the paper. In addition to a few major and minor errors, word omission adds to the confusion of the paper.

OVERALL - 3 This composition partially addresses the assignment. It is necessary for the reader to infer the topic.

Grade 6

Persuasive Composition Draft Rating: 1

(I will Be chosen Because I is Bright)

1) I am a popular kid in school. and I am a Bright kid in school and Do not make trouble for other kids in school.

2) Because I am better than them in school and in sports also in math and I drass Better than them that's why I should Be chosen.

3) the school whald benefit me because I talled the truth I talled them and the way I ack in school.

4) if I be picked it will make me a popular kid in the school. outside ever person will make me the best kid and all the kids will be my friends. and I will get a lot of girls.

(the End)

Grade 6

Persuasive Composition Draft **Rating: 1**

FOCUS - 1 The topic is unclear. The main idea cannot be determined.

SUPPORT - 1 The supporting sentences are confusing.

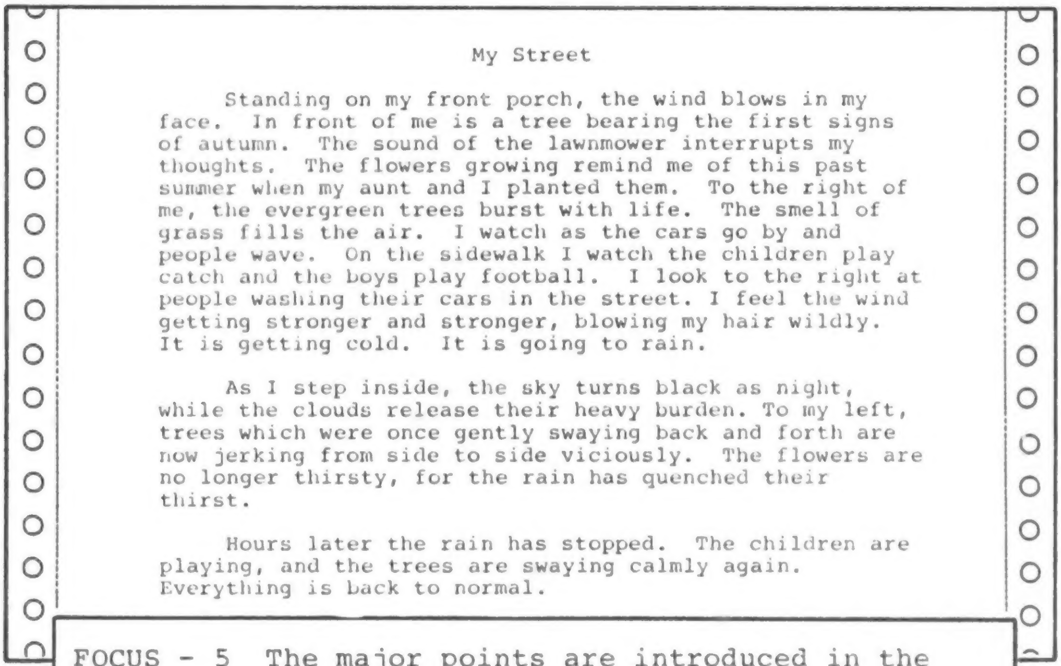
ORGANIZATION - 2 A plan is attempted, but it is not clear. There are few transitions or logically sequenced points.

CONVENTIONS - 1 Sentence structure, grammar usage, punctuation, spelling, and capitalization are below expected standards for grade 6.

OVERALL - 1 Since the topic is not clear, numerous gaps must be filled in by the reader. Multiple convention errors intensify the confusion.

Grade 6

Descriptive Composition Draft **Rating: 5**



My Street

Standing on my front porch, the wind blows in my face. In front of me is a tree bearing the first signs of autumn. The sound of the lawnmower interrupts my thoughts. The flowers growing remind me of this past summer when my aunt and I planted them. To the right of me, the evergreen trees burst with life. The smell of grass fills the air. I watch as the cars go by and people wave. On the sidewalk I watch the children play catch and the boys play football. I look to the right at people washing their cars in the street. I feel the wind getting stronger and stronger, blowing my hair wildly. It is getting cold. It is going to rain.

As I step inside, the sky turns black as night, while the clouds release their heavy burden. To my left, trees which were once gently swaying back and forth are now jerking from side to side viciously. The flowers are no longer thirsty, for the rain has quenched their thirst.

Hours later the rain has stopped. The children are playing, and the trees are swaying calmly again. Everything is back to normal.

FOCUS - 5 The major points are introduced in the opening paragraph.

SUPPORT - 5 There is an abundance of sensory words and phrases throughout the paper.

ORGANIZATION - 5 The student uses time-order and location transitions to introduce details within the paragraphs. The logical, smooth flow of paragraphs is nicely concluded with "Everything is back to normal" suggesting a return to the first paragraph.

CONVENTIONS - 5 There is nice contrast from short, simple sentences to longer, complex ones. Relative clauses and participial phrases aid the description.

OVERALL - 5 The paper is a well-organized, well-written description.

Grade 6

Descriptive Composition Draft **Rating: 3**

My Favorite Person

My favorite Person is Andre Dawson from the Cubs. I like him because he is magnificent; he turns the whole ball game around.

Dawson hasn't been long with the cubs but he showed lots of improvement and pride in himself. I believe the Cubs are going to get better by the day.

The Chicago cubs struggled with many injuries and players. I would like to say the cubs have come a long way this year.

Gene Michael is a good manager for the cubs. Andre is still young and has many more years with the Chicago cubs.

Dawson and his teammates are trying to make it to the World Series.

Most people think the cubs have a chance this year.

FOCUS - 3 The topic is clear, and the main idea is well stated. However, the major points in the paragraphs are not always relevant. A concluding paragraph is missing.

SUPPORT - 2 Few major points are specifically detailed. The character description leaves some unanswered questions in the reader's mind.

Descriptive Composition Draft **Rating: 3**

ORGANIZATION - 3 The short paragraphs reflect a lack of elaboration. The use of transitional words and phrases would add clarity to the paper's development.

CONVENTIONS - 3 With the exception of two compound sentences, all sentences are simple.

OVERALL - 3 The student needs to include only those points for which there are significant supporting details. The student can expand the thoughts by considering who, what, where, when, why, and how questions during prewriting.

Grade 6

Descriptive Composition Draft **Rating: 1**

The Lunchroom Ways

I dont eat the lunchroom food because I dont like the smell of the food. Sometimes the food dont be done and people be getting sick off the school food. And did you see the day every body was complaning about the pizza and they couldnt get another one.

The behavior in the lunchroom is awful. Kids just start getting and walking back and forth, they be running to see is they selling juices. They be fighten because sit next to the person they want to sit next to.

The lunchroom is smelley, maybe it is because the gym room is next to it. They should have windows and air conditions. the lunch room is iso uncomtable. The place where you sit be dirty and uncleaned.

FOCUS - 1 The opening and closing paragraphs are related. The dislike of the lunchroom can be inferred, but this reflects expository rather than descriptive writing.

Grade 6

Descriptive Composition Draft **Rating: 1**

SUPPORT - 1 Details are not descriptive. In the first paragraph, the example of the pizza implies an explanation for "...food don't be done...." However, in this same paragraph, the food's smell is mentioned without any elaboration. Support in the second and third paragraphs is weakened because cause and effect transitions are omitted.

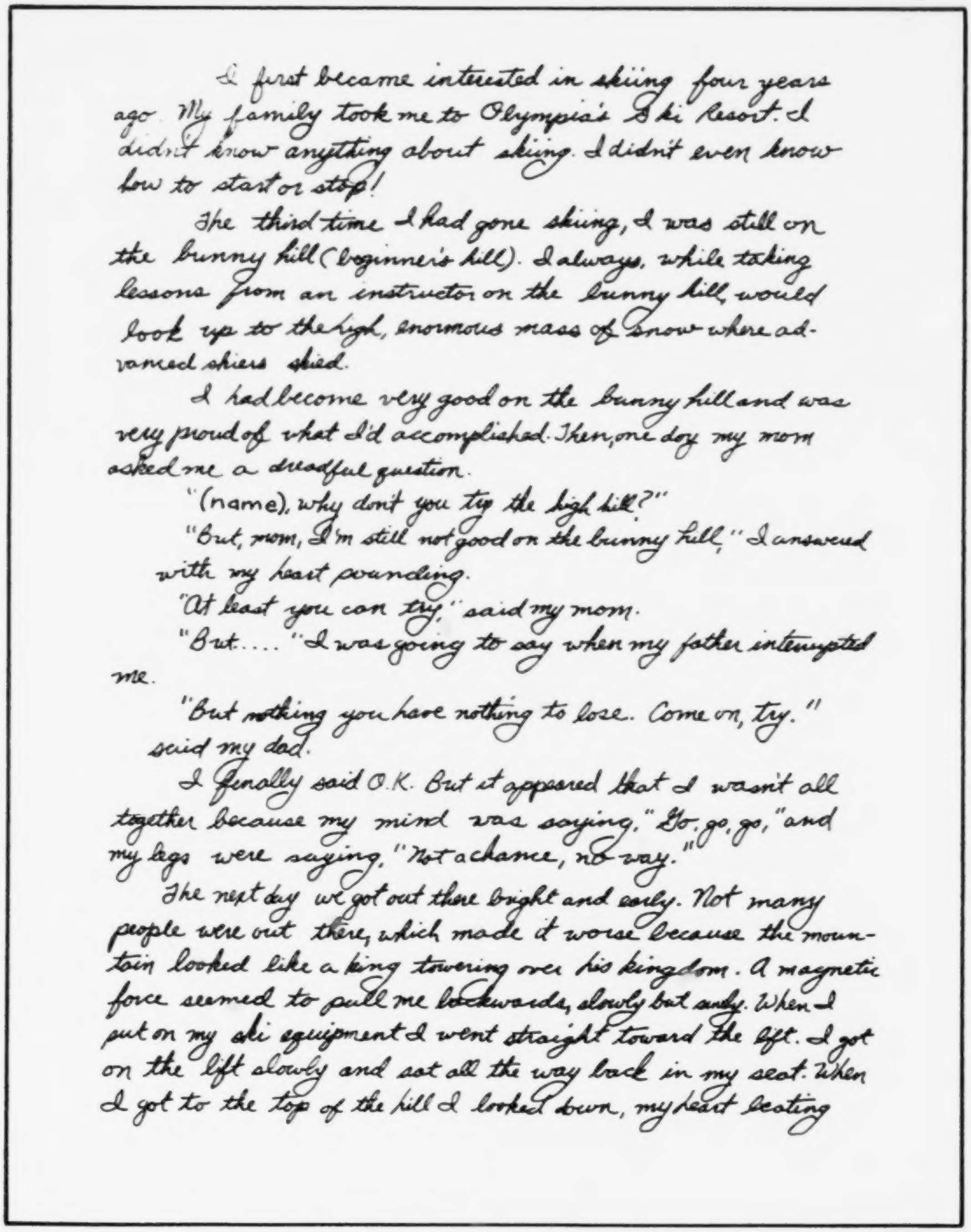
ORGANIZATION - 2 The paragraphs are connected, but the third paragraph should be written as two paragraphs.

CONVENTIONS - 1 The student consistently uses "be" for "is." Incorrect verb usage, run-on sentences, punctuation, and spelling errors are evident. Omitted words greatly confuse meaning.

OVERALL - 1 The student does not address the descriptive nature of the assignment. Convention errors are confusing.

Grade 6

Creative Expression Draft **Rating: 5**



I first became interested in skiing four years ago. My family took me to Olympia's Ski Resort. I didn't know anything about skiing. I didn't even know how to start or stop!

The third time I had gone skiing, I was still on the bunny hill (beginner's hill). I always, while taking lessons from an instructor on the bunny hill, would look up to the high, enormous mass of snow where advanced skiers skied.

I had become very good on the bunny hill and was very proud of what I'd accomplished. Then, one day my mom asked me a dreadful question.

"(name), why don't you try the high hill?"

"But, mom, I'm still not good on the bunny hill," I answered with my heart pounding.

"At least you can try," said my mom.

"But...." I was going to say when my father interrupted me.

"But nothing you have nothing to lose. Come on, try." said my dad.

I finally said O.K. But it appeared that I wasn't all together because my mind was saying, "Go, go, go," and my legs were saying, "Not a chance, no way."

The next day we got out there bright and early. Not many people were out there, which made it worse because the mountain looked like a king towering over his kingdom. A magnetic force seemed to pull me backwards, slowly but surely. When I put on my ski equipment I went straight toward the lift. I got on the lift slowly and sat all the way back in my seat. When I got to the top of the hill I looked down, my heart beating

Grade 6

Creative Expression Draft **Rating: 5**

like a motor of a racing car. I heard snickering behind me, towards the bushes. I quickly turned around and all was still. The trees bellowed around me. Finally, I slowly proceeded to descend. I learned in my lessons that making a "V" shape with your skis, or a wedge, would let you slow up considerably. I did that all the way down. My legs were tense coming down because the slightest increase in speed made me feel like I was going to fall.

I finally made it down. I took a deep breath and froze where I was. My mom, dad, and sister came out of the lodge and congratulated me.

"That was great!" they shouted.

"Thanks," I responded. "That was tough!"

"Try it again," said my dad.

"Alright, but I'm not going fast," I said. I got back in line for the lift. When I got to the top, a boy said hello to me and I said hi. He asked me if I wanted to race. I answered yes. I was on top of the hill with the boy. All of a sudden he said..... GO! He jumped out like a cheetah. Amazingly I was racing 2 or 3 feet behind him. The whole mountain seemed to shake while it cheered me on. I was just amazed at how fast I was going. We both finally reached the bottom. He beat me by an inch. Even though I lost, I'd also lost my fear of that monstrous hill and, in doing so, I gained a new sense of courage.

Grade 6

Creative Expression Draft **Rating: 5**

FOCUS - 5 The student immediately establishes the setting, characterization, and situation. As the story unfolds, the other story elements fall into place and prepare the reader for the well-developed conclusion.

SUPPORT - 5 Attention to detail is thorough. Dialogue is realistic and adds variety to the narrative flow. The student uses personification and simile effectively. The skillful use of symbolism establishes a clever contrast (losing the fear of the hill versus gaining courage).

ORGANIZATION - 5 The characterization, setting, plot (conflict, climax, and conclusion), and theme are well planned. The sentence structure is varied, and the word choice is colorful.

CONVENTIONS - 5 There is some awkward adverb placement and confusion in verb tense. However, these errors do not detract from the story's impact.

OVERALL - 5 The student successfully weaves all story elements in an entertaining way.

Suggested Topics

Grade Six

Narration

- Tell about an assembly program in which you have participated.
- Tell about something you did on a sweltering hot day.
- Write a letter to a friend telling about something that made you angry.

Exposition

- Explain how a simple machine helps man.
- Explain the steps in making a new sandwich that you have invented.
- Compare and contrast a current event with a similar event in history.

Persuasion

- Convince your parents to allow you to spend the summer with relatives who live out of state.
- Take a position on whether the class should have an aquarium.
- Resolve a disagreement between two friends.

Description

- Describe a famous person.
- Describe a baseball park.
- Describe an ice cube.

Creative Expression

- Write a mystery story.
- Write a short story about an imaginary contest you entered in which you won a shopping spree.
- Write a story about your adventure as one of the first American children selected to travel in outer space.

Grade 7

OBJECTIVES OF THE WRITING PROGRAM

Grade 7

Process Objective

Participates in the writing process: prewriting, drafting, revising, editing and proofreading, preparing final copy, sharing and publishing

First Semester

Product Objective	Assignment	Number	Length	Standards
tes for narrative poses	Personal account of an event composition Audience: peers and teachers	Two	Flexible	Maintains a clear focus Provides an opening, a chronology of actions, and a closing Provides sufficient, specific, and credible details Uses correct punctuation, capitalization, and spelling Maintains consistent verb tens Uses a variety of sentence structures
tes for expository poses	Information-based composition Audience: peers and teachers	Two	Three or more paragraphs	Maintains a clear focus Summarizes main idea or thesis in opening and closing statements Provides reasons, examples, an details Organizes information logicall using appropriate paragraphin and transitions Uses complex and compound sentences

Grade 7

First Semester (Cont.)

Product Objective	Assignment	Number	Length	Standards
Writes for creative expression	Myth Audience: peers, teachers, other adults	One	Three or more paragraphs	Maintains a clear focus Organizes story logically, using appropriate paragraphing and transitions Uses appropriate conventions for form Avoids fragments and run-on sentences Maintains subject and verb agreement

Grade 7

Second Semester

Product Objective	Assignment	Number	Length	Standards
rites for persuasive urposes	Problem and solution composition Audience: peers, teachers, other adults	Two	Three or more paragraphs	Maintains a clear focus with an explicit statement of the problem and a convincing solution in the opening and closing Provides reasons, examples, an details Organizes information logicall using appropriate paragraphin and transitions Avoids fragments and run-on sentences Maintains consistent verb tens
ites for descriptive rposes	Descriptive composition: person, place, or object Audience: peers and teachers	Two	Three or more paragraphs	Maintains a clear focus Provides sufficient, specific, and credible details Organizes ideas logically using appropriate paragraphing and transitions Uses correct punctuation, capitalization, and spelling Uses a variety of sentence structures

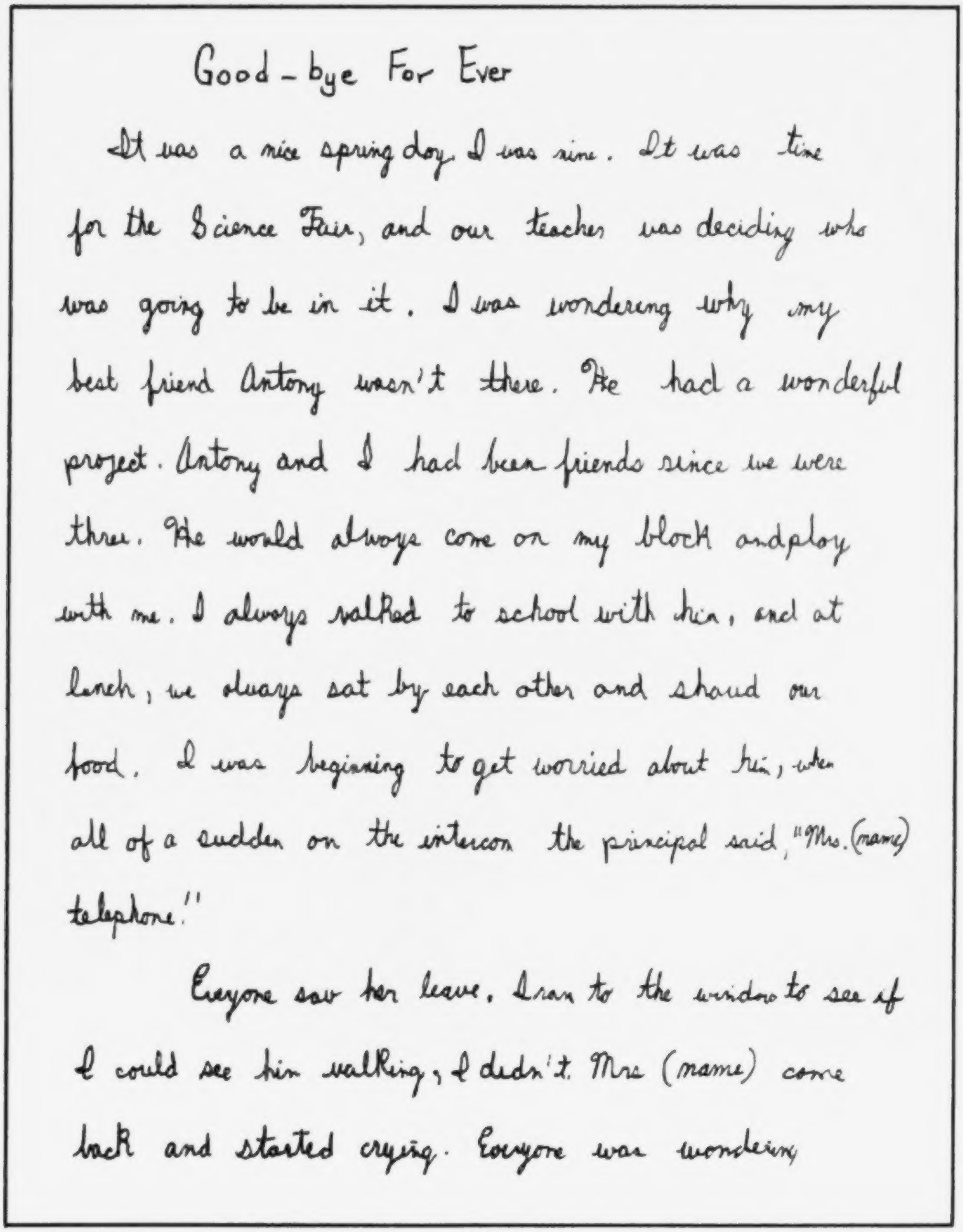
Grade 7

Second Semester (Cont.)

Product Objective	Assignment	Number	Length	Standards
Writes for creative expression	Poetry: free verse or rhymed verse Audience: peers, teachers, other adults	Two	Flexible	Maintains a clear focus Uses figurative language and sensory or descriptive details Uses content and structure appropriate for form Uses conventions appropriate for form

Grade 7

Narrative Composition Draft **Rating: 5**



Good-bye For Ever

It was a nice spring day. I was nine. It was time for the Science Fair, and our teacher was deciding who was going to be in it. I was wondering why my best friend Antony wasn't there. He had a wonderful project. Antony and I had been friends since we were three. He would always come on my block andplay with me. I always walked to school with him, and at lunch, we always sat by each other and shared our food. I was begining to get worried about him, when all of a sudden on the intercom the principal said, "Mrs. (name) telephone."

Everyone saw her leave. I ran to the window to see if I could see him walking, I didn't. Mrs (name) came back and started crying. Everyone was wondering

Grade 7

Narrative Composition Draft **Rating: 5**

why she was crying. Then Mrs. (name) said, "I just got news that Antony and his mother were Killed last night."

I felt so bad when she said that. I began to cry, and I cried harder. I couldn't believe it, I didn't want to believe it. I stopped crying to get a hold of myself. I couldn't believe it. He was only ten. It just didn't seem real. Eveyone in my room began to ask Mrs. (name) how. Mrs (name) said, "His mother was having a party and these two men were fighting. Then one man Killed everyone." I began to cry harder. His funeral was even sadder. I didn't want to believe he was dead. It took me a while to get over it, and now when I think of Antony, it makes me want to cry.

Grade 7

Narrative Composition Draft **Rating: 5**

FOCUS - 5 The unifying events are clearly stated and summarized by the student's comments about the significance of the experience.

SUPPORT - 5 The main point is clear and is elaborated through in-depth, detailed sentences.

ORGANIZATION - 4 The composition's plan is evident. However, some extraneous ideas mar the cohesiveness of the paragraphs.

CONVENTIONS - 5 There are no major and few minor errors.

OVER-ALL - 5 The content and form are clear and developed. Some words appear to be misspelled because of inaccuracies in penmanship.

Grade 7

Narrative Composition Draft **Rating: 3**

My Story

My story happened in the middle of April, 1987. My brother and I were outside playing over our friends house on Prospect Street. My father leaves to go to work at 4:00 and my brother and I must be in before he leaves, so we won't be out in the streets when nobody's home. My father tells my brother and I to have our keys with us just in case he's not home. One day my brother nor I had our keys with us and my father left to go to work.

Grade 7

Narrative Composition Draft **Rating: 3**

I called my friend over to my house who's 6'4" to hold me up to the second floor where I live. I climbed up and broke the window so I could get in and use the bathroom. My mother found out and I was punished. I felt very bad.

FOCUS - 3 The opening lacks specificity. Several irrelevant details are included in the beginning. The unifying event appears at the end of the paper.

SUPPORT - 3 Some general details are provided, but they create confusion.

ORGANIZATION - 2 The plan is attempted, but it has no clarity due to a lack of paragraphing and transitions.

CONVENTIONS - 3 Conventions are below level. Inconsistent verb tense and errors in punctuation, capitalization, and pronoun usage are present.

OVERALL - 3 The paper is partially developed. Some of the features are not sufficiently formed but are present.

Grade 7

Narrative Composition Draft **Rating: 1**

The Eagle

The experience I had was with the name Eagle The day started at 9:00 I woke up in my mother's arms she told me it was time to go to Great america. We loadedup the car and started the engine, and we were off I had went on all the rides including "The Eagle". My family got in the back and I got in the front. Through the ride my stomach felt bad. The people were all yelling and screaming. after this ride I felt brave and courageous. I loved every bit of it.

FOCUS - 1 The opening and closing statements are unrelated. The main idea is inferred. In paragraph one, the first sentence is ambiguous.

SUPPORT - 1 The student does not provide sufficient details and explanations.

ORGANIZATION - 2 A plan is attempted, but it is not clear. Paragraphing is inappropriate.

CONVENTIONS - 1 There are capitalization errors, several punctuation errors, and an error in verb tense.

OVERALL - 1 The student has some difficulties which could be overcome in prewriting activities.

Grade 7

Expository Composition Draft **Rating: 5**

The Earth and the Moon

Did you know that the earth is different from the moon in many ways?

The moon is made up of rocks mountains, and plains. The earth is made up of mountains and plains, too, but it also has grass, trees, and oxygen. The moon has no active volcanoes like the earth. Also, the moon contains craters.

If you were on the moon you would probably float because there is no gravity on the moon. But the earth has plenty of gravity. It would be impossible to live on the moon because it has no air to breathe and no water to drink.

The moon is like a desert because it never storms and its covered with dust and has no plants or animal life. Also the moon has a cold, dark side and a hot, light side, but the earth can be the same temperature on both sides.

Grade 7

Expository Composition Draft **Rating: 5**

The moon has no waters, no form of life, no air, no storms, no active volcanoes, no gravity, and is covered with dust. That's why it's impossible to live on the moon.

FOCUS - 5 Though the introductory paragraph is only one sentence, the main idea is explicit. The conclusion summarizes the points discussed in the body of the paper.

SUPPORT - 4 The supporting examples achieve more than a mere listing of facts. Reasons are given, and in paragraph four an analogy is made suggesting some depth of detail.

ORGANIZATION - 5 The ideas in each of the three paragraphs of development are coherent.

CONVENTIONS - 5 There are several instances of compound and complex sentences. There are few minor errors.

OVERALL - 5 Greater elaboration of details would improve the effectiveness of this paper.

Grade 7

Expository Composition Draft **Rating: 3**

"Differences of the Moon
and the Earth"

The moon and the Earth have many differences. For example, On the moon . there's no drinking water, no plant or animal life, no air to breathe, no storms, very low gravity, and the weather is awful cause it's cold on the dark side and hot on the light side. And it's form is weird cause it's made of rock and has these enormous craters.

The Earth on the other hand is just the opposite. It has life for animals plants and people, We have air to breath. And lot's of storms to grow our crops . Luckily, we have great gravity so we can walk instead of float. And weather is completly different we have no certain rules we go by seasons instead. And Earth's form is completely different it has land, water, and icecaps .

Grade 7

Expository Composition Draft **Rating: 3**

The Earth also has extras such as People, as I mentioned, soil, food grass, pets, music, and the list goes on and on and on.

So, now you should know the differences in the moon and the Earth, along with the Earth's extras.

FOCUS - 4 The topic is clearly identified, but not all major points are developed in the opening. There is a brief concluding statement.

SUPPORT - 3 The support appears to be a partial listing with some unelaborated details.

ORGANIZATION - 3 The plan is clear, with logically sequenced points signaled by a few transitional words and phrases.

CONVENTIONS - 3 There are some major errors in sentence structure, run-on sentences, fragments, and omitted words. In the last paragraph, the wrong preposition is used. Errors in capitalization, punctuation, and spelling appear but do not seriously affect the reading. Inaccuracies in penmanship account for the fact that some words appear to be misspelled and inappropriately capitalized.

OVERALL - 3 This is a developing paper. Improvement in support and conventions would enable the writer to communicate ideas more effectively.

Grade 7

Expository Composition Draft **Rating: 1**

The moon is mot my ideal of home. I would like to stay on earth with other life forms.

The moon is still mo air to breath, and no gravity to hold you down. I wouldn't want to supposdly wake up in the morning and find my self floating in the air with only my oxygen tank and my metal boots to keep me from floating to I don't know where, and what if I wanted to go to my Space ship shaped bath room to freshen up I would have to hop on rocks and dust instead of soft carpet, like on earth. I would mot like the ideal of catching my tooth brush and tooth paste.

So from all of these details and troubles about the moon. I would rather stay at home...
... on earth, that is.

Grade 7

Expository Composition Draft **Rating: 1**

FOCUS - 1 The paper establishes no contrast between the moon and earth; instead, it deals only with the moon.

SUPPORT - 1 There is little factual information to support the main idea, and though a creative example is given to illustrate the one major point the paper makes, the example is weakened by its faulty logic.

ORGANIZATION - 2 The introductory paragraph implies that the student will tell what his or her "ideal of home" is. Instead, the student states a preference for earth because of the moon's troubles not because of the earth's merits. Though there are introductory and concluding paragraphs, the one paragraph of development is not sufficient to support the main idea.

CONVENTIONS - 1 The meaning is obscured by errors in word usage. Present also are run-on sentences and errors in spelling. There are no complex sentences.

OVERALL - 1 The paper's major flaws are its misdirected focus and the lack of adequate, logical support.

Grade 7

Creative Expression Draft **Rating: 5**

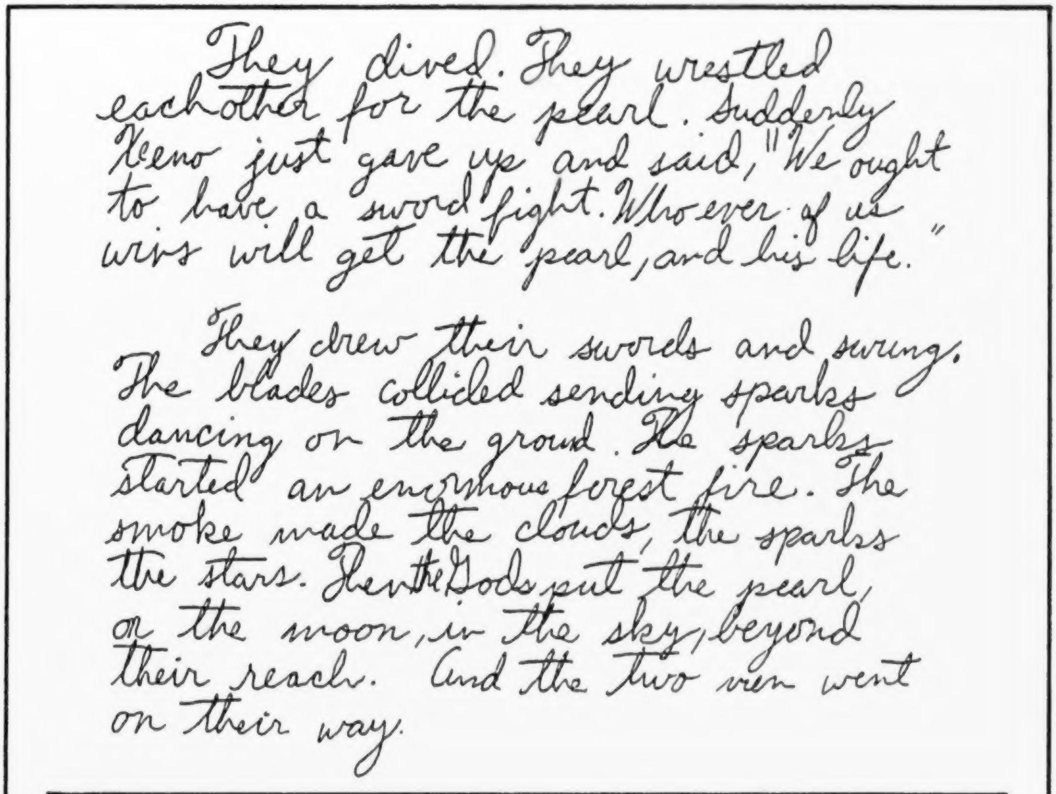
The Moon, the Clouds, and the Stars

Eos and Xeno were once good friends. Eos was taking the high road from town to do some hunting. Xeno was taking the high road into town because he needed to sell some goods.

Eos and Xeno met in a clearing on the road and stopped and greeted each other. Then they talked about the weather and the new tax laws. When, out of the corner of his eye, Eos saw something glimmering. He turned around, his mouth gaping. He saw the largest, most beautiful pearl he had ever seen in his life. He pointed. Xeno looked in the direction of his finger. His mouth gaped open too.

Grade 7

Creative Expression Draft **Rating: 5**



They dived. They wrestled eachother for the pearl. Suddenly Keeno just gave up and said, "We ought to have a sword fight. Who ever of us wins will get the pearl, and his life."

They drew their swords and swung. The blades collided sending sparks dancing on the ground. The sparks started an enormous forest fire. The smoke made the clouds, the sparks the stars. Then the Gods put the pearl, on the moon, in the sky, beyond their reach. And the two men went on their way.

FOCUS - 5 The unifying theme of this myth is adequately developed.

SUPPORT - 5 Specific descriptive details are presented in each paragraph. The word choice is vivid.

ORGANIZATION - 5 The story is logically organized with appropriate paragraphs and transitions.

CONVENTIONS - 4 There are minor errors that involve a sentence fragment, one unnecessary word, an inappropriate comma, and inaccurate capitalization.

OVERALL - 5 The paper cleverly combines the elements of a myth into a contemporary story.

Grade 7

Persuasive Composition Draft: Problem and Solution* **Rating: 5**

The lunchroom manager is concerned that the students are not finishing their school lunches and are resorting to junk food to quench their hunger. My suggestions will eliminate the problem.

First of all, the students should be observed to determine what foods they actually do and do not eat. Every once in a while the manager could tap a child on the shoulder and ask him what he does or does not like about the food. Then, the problem should be called to everyone's attention and conduct a vote to determine why the problem exists.

To partially eliminate the problem, all junk food and junk food machines should be removed from the school grounds. This should be coordinated with an assembly on proper eating and proper diet. Teachers should help by being models in their eating choices.

These suggestions will improve eating habits and eliminate the wasting of food. Assigned table aids should watch over children and encourage them to eat properly to make sure they eat enough food for a good, dietary meal. Try my suggestions and I'm certain you'll find that they will be effective.

FOCUS - 5 The problem, which is stated in the opening paragraph, relates clearly to the closing. The concluding paragraph makes reference to the preceding solutions and offers an alternative solution.

SUPPORT - 5 The second paragraph describes a thorough plan for eliciting the source of the problem. The following paragraph then provides a detailed procedure for eliminating the problem.

*This composition is intended to influence the principal.

Grade 7

Persuasive Composition Draft: **Problem and Solution** **Rating: 5**

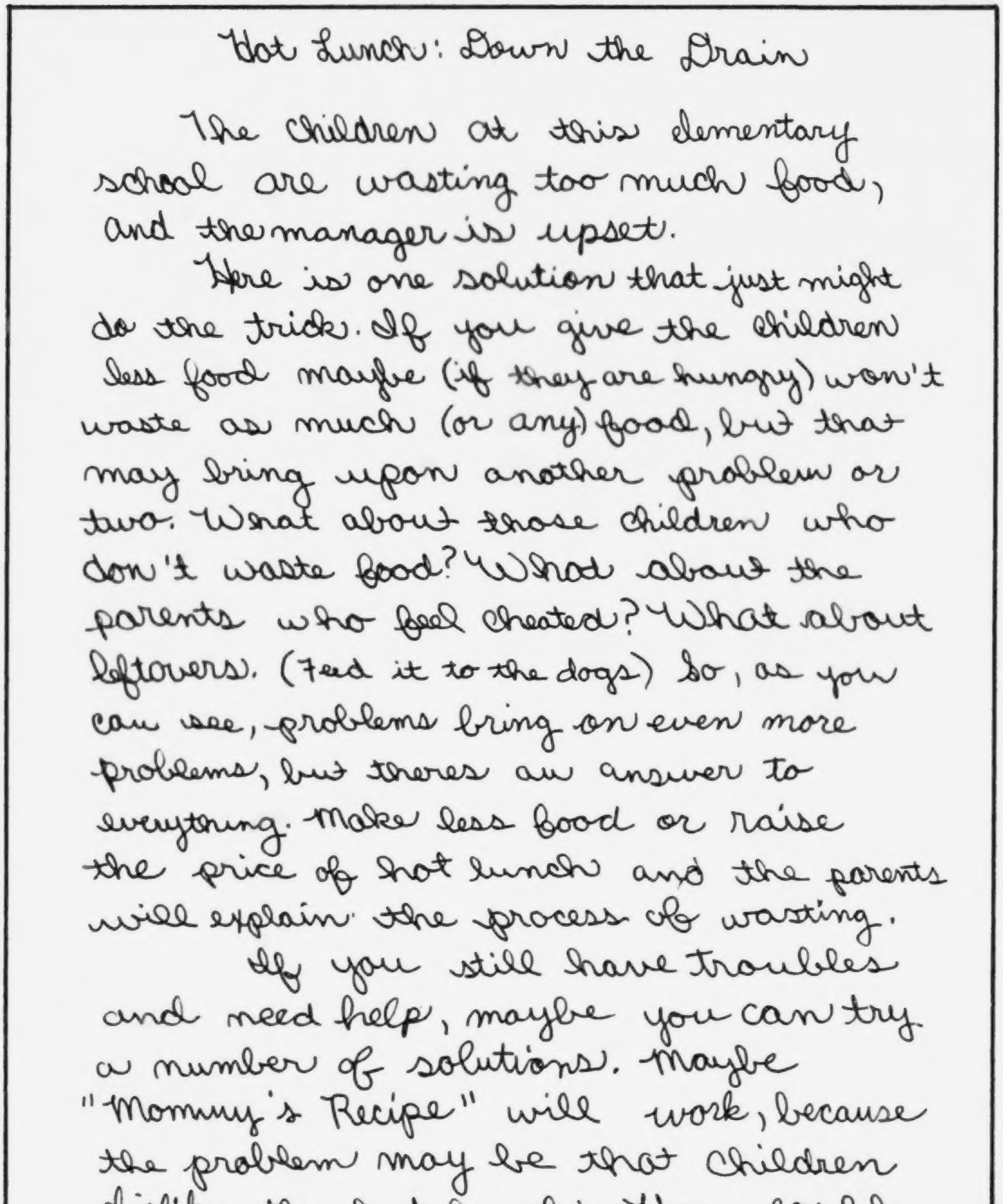
ORGANIZATION - 5 Clear transitional expressions aid the logical and structured flow of ideas.

CONVENTIONS - 5 In the second paragraph there is a compound sentence containing a verb without a corresponding subject.

OVERALL - 5 The paper is effective because of its well-formulated analysis of the problem and its in-depth, practical solution.

Grade 7

Persuasive Composition Draft: Problem and Solution* **Rating: 3**



Hot Lunch: Down the Drain

The Children at this elementary school are wasting too much food, and the manager is upset.

Here is one solution that just might do the trick. If you give the children less food maybe (if they are hungry) won't waste as much (or any) food, but that may bring upon another problem or two. What about those children who don't waste food? What about the parents who feel cheated? What about leftovers. (Feed it to the dogs) So, as you can see, problems bring on even more problems, but theres an answer to everything. Make less food or raise the price of hot lunch and the parents will explain the process of wasting.

If you still have troubles and need help, maybe you can try a number of solutions. Maybe "Mommy's Recipe" will work, because the problem may be that children dislike the hot lunch. You could

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*This composition is intended to influence the principal.

Persuasive Composition Draft: Problem and Solution **Rating: 3**

have each child bring their mother's recipe of their favorite food. Keep it simple but you can get a few ideas. You may want to have each child bring a lunch for about a month. They wile soon be appreciative of what they could have had, a nice hot lunch. The food will even taste better.

If the problem continues to exist, maybe you should see an expert or let the manager have a week or two off.

FOCUS - 3 The problem is clearly established in the first paragraph. Though the concluding paragraph relates to the opening, it does not provide a convincing summary statement.

SUPPORT - 3 Many creative solutions and examples are offered. However, the student raises some questions and makes some statements that require the reader to infer a connection to the topic or to infer a method of implementation.

ORGANIZATION - 3 Extraneous ideas mar the cohesiveness of the second paragraph. Some of the paragraphs could be further divided. The use of transitional expressions aids readability.

Grade 7

Persuasive Composition Draft: **Problem and Solution** **Rating: 3**

CONVENTIONS - 3 The phrases within parentheses are distracting and would be better expressed as independent sentences. The second paragraph contains a verb with no subject and a few instances of omitted punctuation. The third paragraph contains plural pronouns which are used to refer to singular antecedents. The student switches from the third person point of view in paragraph one to the second person point of view for the rest of the paper. An illegible word somewhat obscures the meaning in the last paragraph.

OVERALL - 3 The paper offers lively suggestions for remediation of the problem.

Grade 7

Persuasive Composition Draft: Problem and Solution* **Rating: 1**

Our problem here is children in the schod and food. Make the childen pay. But make it an high but an afordable.

If the children pay for their food they will know that they waste food they would be wasting their own money.

FOCUS - 2 The main idea cannot be inferred until the last sentence.

SUPPORT - 1 An explanation is offered, but its lack of depth requires the reader to make inferences.

ORGANIZATION - 1 The whole paper could be expressed as only one paragraph. No transitional expressions are evident.

CONVENTIONS - 1 Second and third person point of view are intermingled. Misspellings, inappropriate wording, and omitted words create confusion.

OVERALL - 1 There is minimal elaboration. Prewriting activities could offer help for this student.

*This composition is intended to influence the principal.

Grade 7

Descriptive Composition Draft **Rating: 5**

The Person I Like and Why

The person I like is in the 7th grade and is in my room. She has sort of blackish-brown hair, brown eyes, skinny, and tall.

The reason I like her is because she is caring, understanding, witty, confident, and she stands up for what she believes in. Also she has a nice personality. I like her most of all because I can trust her with my most valuable secrets, and isn't that what a friendship is supposed to be built on.

We also have a lot in common. We like the same clothes, the same hairstyles, the same music, and the same people.

There is no one else like her in the world. We have been through a lot together. We have also fought alot, and the more we fight the closer we get.

(name) is my best friend. I'll never forget her, and I hope she'll never forget me either.

Grade 7

Descriptive Composition Draft **Rating: 5**

FOCUS - 5 The opening and closing are related. Suspense is established by withholding the person's name until the final paragraph.

SUPPORT - 4 The fourth paragraph could be interpreted as contradicting the third.

ORGANIZATION - 5 Paragraphs are clearly written, and examples are good. The use of transitions for the third and fourth paragraphs would have made the paper more forceful.

CONVENTIONS - 5 There is a problem with parallel construction in the first paragraph. The second paragraph should end with a question mark.

OVERALL - 5 The paper is cohesive and well-written, with a wide range of information used for support.

Grade 7

Descriptive Composition Draft **Rating: 3**

I know a person who is nice, generous, and fun to have around. He is my friend whom I knew since I was three years old.

Everyone in his neighborhood knows him. He is famous. He has brown hair and brown eyes. He is tall for his age.

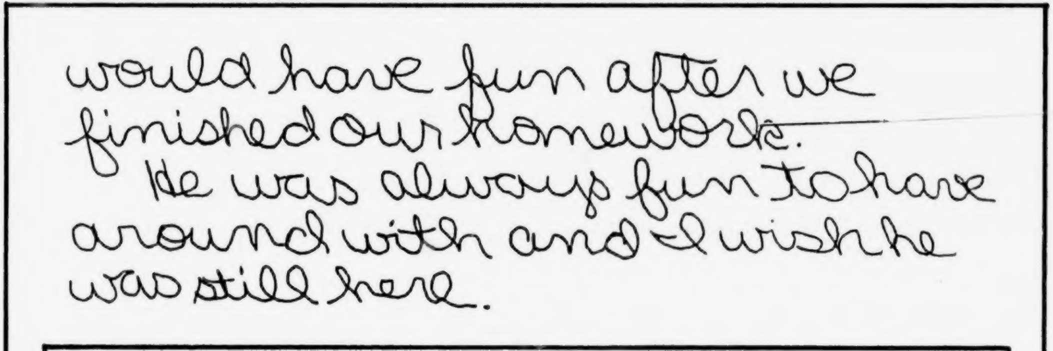
Now he lives in California. He moved there when I was ten years old. I visited him almost once a year. He used to buy me anything I want.

I know he loves baseball or basketball because we used to watch the Cubs and the Bulls play. He wants to be a sports player or he wants to be a doctor when he grows up.

We used to go to school together and aftes school we'd walk home together. We'd do our homework together and we

Grade 7

Descriptive Composition Draft **Rating: 3**



would have fun after we finished our homework.

He was always fun to have around with and I wish he was still here.

FOCUS - 4 The subject is clear and explicitly stated. There are no irrelevant ideas. The person is not named.

SUPPORT - 3 The description is not detailed enough.

ORGANIZATION - 3 The plan is clear. There are four paragraphs of development, some of which focus on more than one point. Paragraphs are not introduced by transitions. The first paragraph establishes three major points, but not all of them are discussed in the development section.

CONVENTIONS - 3 There are some problems with verb tense and awkward usage. Sentence structure is primarily unvaried and simple with the exception of two complex sentences and a few compound sentences.

OVERALL - 3 With greater elaboration, clarification of details, and more language sophistication, this paper could be rated a 5.

Grade 7

Descriptive Composition Draft **Rating: 1**

Favorite Person

My mother says I should care what people say about me. But shouldnt go crazy for it. I should care more for my own opinion.

My mother takes me to parties. She also says I can wear make up at weddings. She buys me real nice things. She going to buy me a new dress for my cousin's wedding in June.

She likes me to get good grades. Also to take care of my hair. Not to watch so much television. And to do work around the house.

FOCUS - 1 Even with the title, the main idea is not clear. There is no conclusion.

SUPPORT - 1 In the first paragraph, it is unclear whether the third sentence is the thought of the girl or her mother. The preceding sentence is somewhat unclear.

Grade 7

Descriptive Composition Draft **Rating: 1**

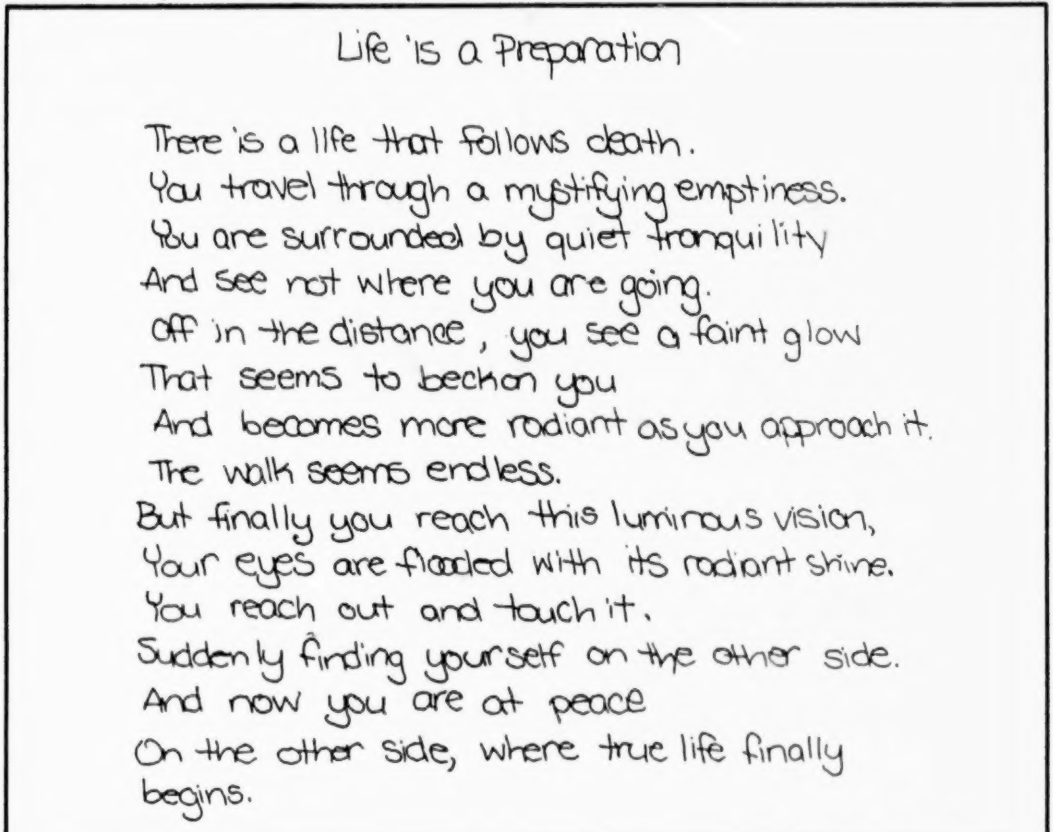
ORGANIZATION - 1 Four major points are made, but their interrelatedness is not developed in the concluding paragraph. Though the third paragraph lacks a main idea, there is an attempt at second-order elaboration. Transitional expressions would make the paper clearer.

CONVENTIONS - 1 There are four sentence fragments and a colloquialism. A helping verb and a hyphen are omitted. The sentence structure is simple and unvaried.

OVERALL - 1 With greater attention to sentence structure, a focus, and elaboration, the paper would improve.

Grade 7

Creative Expression Draft **Rating: 5**



Life is a Preparation

There is a life that follows death.
You travel through a mystifying emptiness.
You are surrounded by quiet tranquility
And see not where you are going.
Off in the distance, you see a faint glow
That seems to beckon you
And becomes more radiant as you approach it.
The walk seems endless.
But finally you reach this luminous vision,
Your eyes are flooded with its radiant shine.
You reach out and touch it.
Suddenly finding yourself on the other side.
And now you are at peace
On the other side, where true life finally
begins.

FOCUS - 5 This poem maintains a clear and unifying theme.

SUPPORT - 5 Sensory details (mystifying emptiness, quiet tranquility, and luminous vision) assist in creating the proper mood and tone.

ORGANIZATION - 5 The content and structure are appropriate for free verse.

CONVENTIONS - 5 All conventions meet the seventh-grade standard.

OVERALL - 5 The clear theme, sensory details, appropriate structure, and accurate conventions combine to make this an effective poem.

Suggested Topics

Grade Seven

Narration

- Tell about an event that occurred in your science class.
- Tell about the best movie you have seen within the last two years.
- Tell about an adventure you have shared with your best friend.

Exposition

- Explain how heredity influences the color of eyes or hair in human beings.
- Explain the cause of a tornado or a hurricane.
- Compare and contrast the personalities of your two closest friends.

Persuasion

- Convince your parents to allow four of your friends to spend the weekend at your home.
- Write a skit for a television commercial convincing your classroom to use an imaginary product.
- Present the problem of multiple homework assignments with a solution.

Description

- Describe the president of the United States.
- Describe your favorite place to go for a family outing.
- Describe the inside of your desk or locker.

Creative Expression

- Write a story explaining the reason Chicago is called the "Windy City."
- Write a story predicting imaginary events in the future of the United States.
- Write a poem about an imaginary character.

Grade 8

OBJECTIVES OF THE WRITING PROGRAM

Grade 8

Process Objective

Participates in the writing process: prewriting, drafting, revising, editing and proofreading, preparing final copy, sharing and publishing

First Semester

roduct Objective	Assignment	Number	Length	Standards
es for narrative oses	Personal account of an event composition Audience: peers and teachers	Two	Flexible	Maintains a clear focus Provides an opening, chronology of actions, and a closing Provides sufficient, specific, and credible details Uses correct punctuation, capitalization, and spelling Maintains consistent verb tense Uses a variety of sentence structures
es for expository oses	Information-based composition Audience: peers and teachers	Two	Three or more paragraphs	Maintains a clear focus Summarizes main idea or thesis in opening and closing statements Provides factual reasons, examples, and details Organizes information logically, using appropriate paragraphing and transitions Uses complex and compound sentences

Grade 8

First Semester (Cont.)

Product Objective	Assignment	Number	Length	Standards
Writes for creative expression	Short story Audience: peers and adults	One	Flexible	Maintains a clear focus Provides an opening, a chronology of actions, and a closing Uses appropriate conventions for a specific form Develops and elaborates the elements of a short story

Grade 8

Second Semester

Product Objective	Assignment	Number	Length	Standards
Writes for persuasive purposes	Position composition Audience: peers and teachers	Two	Three or more paragraphs	Maintains a focus by presenting an issue, taking a position, and summarizing in opening and closing Provides concrete reasons, examples, and details Organizes information logically, using appropriate paragraphing and transitions Avoids fragments and run-on sentences Maintains consistent verb tense
Writes for descriptive purposes	Descriptive composition: person, place, or object Audience: peers and adults	Two	Three or more paragraphs	Maintains a clear focus Provides sufficient, specific, and credible descriptive and sensory details Organizes ideas logically, using appropriate paragraphing and transitions Incorporates a variety of sentence structures Avoids incorrect use of common words

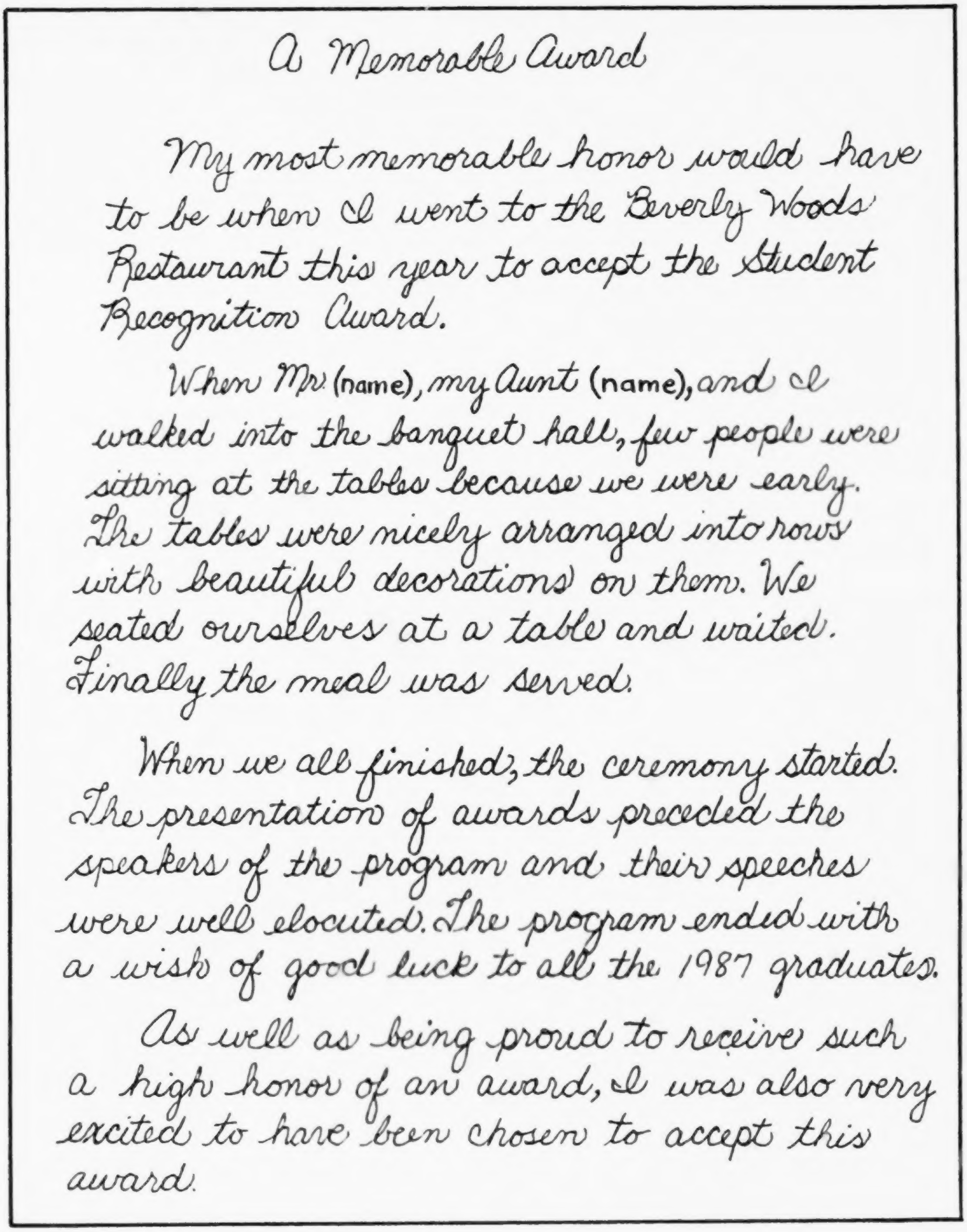
Grade 8

Second Semester (Cont.)

Product Objective	Assignment	Number	Length	Standards
tes for creative ression	Play Audience: peers and adults	One	Flexible	Maintains a clear focus Develops the storyline of the play Uses stage directions and dialogue Presents an opening, a middle, and a closing Uses appropriate conventions for form

Grade 8

Narrative Composition Draft **Rating: 5**



A Memorable Award

My most memorable honor would have to be when I went to the Beverly Woods Restaurant this year to accept the Student Recognition Award.

When Mr. (name), my Aunt (name), and I walked into the banquet hall, few people were sitting at the tables because we were early. The tables were nicely arranged into rows with beautiful decorations on them. We seated ourselves at a table and waited. Finally the meal was served.

When we all finished; the ceremony started. The presentation of awards preceded the speakers of the program and their speeches were well elocuted. The program ended with a wish of good luck to all the 1987 graduates.

As well as being proud to receive such a high honor of an award, I was also very excited to have been chosen to accept this award.

Grade 8

Narrative Composition Draft **Rating: 5**

FOCUS - 5 The narrative is unified by an account of the single event and the student's comments about the significance of the experience. The opening and closing statements are related.

SUPPORT - 4 Specific details are related to the main idea, although greater emphasis could be placed on clarification of the award mentioned in the title. Much of the support given is appropriate.

ORGANIZATION - 5 The paper exhibits a clear plan and is logically developed.

CONVENTIONS - 5 There are no major or minor errors.

OVERALL - 5 The setting is clearly established, and the events are logically sequenced. The student's reaction to the experience is explicitly stated.

Grade 8

Narrative Composition Draft **Rating: 3**

A memorabe experience

About a while back apprmately a month ago
I had a serious case of the chicken pox. The sores
started in pars of fours, first on my face then
they covered the rest of me. Normal cases of the chicken
pox last a week, mine last for four. I was in pain, agonizing
pain. I could not eat I could not sleep the tylenhol
I was giving by my doctor did not last long enough.
My chicken pox were so bad that one leg was cavred with
those little water-like bumps. Some may say that schal
is too long or that they don't like it but after four
weeks of terrible itching and swelling going to school
is the last thing you'll ever do in your life.

FOCUS - 3 The topic is clear, but inappropriate wording creates confusion.

SUPPORT - 4 The major points are supported with adequate details.

ORGANIZATION - 3 There are some logically sequenced points, but the plan is not clear because of inadequate paragraphing and transitions. The final sentence as stated does not appear to relate to the opening.

CONVENTIONS - 3 Major errors occur in run-on sentences and incorrect verb usage. Minor errors appear in capitalization, punctuation, and spelling.

OVERALL - 3 This is a developing paper. Improvement in organization and conventions would enable the student to communicate ideas more clearly.

Grade 8

Narrative Composition Draft **Rating: 1**

Taste of Chicago

It was July 3,1985 and my friends and I went to the Taste of Chicago. It was fun because we danced and was listening to music we also playes it, the we went to Butkin Ham Fountain then it was about Midnight and we went to watch the firework and when the fireworks were over we were walking home and people were throwing shreded paper out of the office building then at the train station the were alot of people and then People started jump over the rail and every one got on free. Then I went home

Grade 8

Narrative Composition Draft **Rating: 1**

FOCUS - 2 The unifying event is mentioned briefly only in the opening sentence. Subsequent major points are not clearly connected to the topic.

SUPPORT - 1 Thoughts are simplistic. Supporting events are not elaborated, causing confusion and making the sequence of events hard to follow.

ORGANIZATION - 1 The chronology of actions is confused by the inadequate paragraphing.

CONVENTIONS - 1 The paper's readability is hampered by an extremely long run-on sentence. In fact, the whole paper is only three sentences long. Punctuation and significant words are omitted. There is inappropriate wording. Pronoun antecedents are not always clear. Misspelling is evident. Verb tense is inconsistent.

OVERALL - 1 The paper is ineffective because of its deficiencies in support, organization, and sentence structure.

Grade 8

Expository Composition Draft **Rating: 5**

The Moon and the Earth

The moon is a very complex planet and so is the earth, but the two differ.

First, there is no plant or animal life on the moon, whereas the earth has a variety of animals and plants. This is because of the lack of air on the moon. With no air to breathe, nothing and no one can survive on the moon without the proper equipment as on earth.

Another reason for no plant or animal life on the moon is because of the lack of Storms. Without water from storms, plants can't grow and animals can't live on earth. We have a very sufficient supply of rainfall.

The moon has no active volcanos, but on earth there are several places where volcanos erupt such as Hawaii. The moon also has a low gravity field. Therefore, without gravity, nothing can be stationary. Everything would float weightless into outerspace. However, on earth gravity is very well supplied so everything can be stationary.

Grade 8

Expository Composition Draft **Rating: 5**

Some people may still believe that the moon is made out of cheese. But it is a well known fact that the moon is made out of rock. Nevertheless, the earth is not. The moon consites of many craters and is covered with dust, whereas the earth is covered with grass and flowers. This is because with no life support whatsoever on the moon why should there be flowers and grass?

The earth changes from night to day by revolving. The moon has sunrise and sunset, and seasons for hot and cold weather.

FOCUS - 4 The topic is clear, and the opening and closing are related, though undeveloped. The major points, however, are not established in the opening. The opening contains an error of fact: the moon is not a planet.

SUPPORT - 5 Paragraphs two through five give explanations for the points presented.

ORGANIZATION - 5 Transitions are present, and the paragraphs are logical and interrelated and of a sufficient number to develop the main idea.

CONVENTIONS - 5 There are many examples of compound and complex sentences. A few minor errors, such as a misplaced modifier, do not disrupt meaning.

OVERALL - 5 The paper is well-developed, with the exception of the opening and closing statements.

Grade 8

Expository Composition Draft **Rating: 3**

The difference between the moon and the earth

There are several differences between the earth and the moon. One of the differences is the gravity. On the moon there is very low gravity. That's why there is no human life form or any other form of life living on the moon. Unlike earth, to go to the moon a person must use a spacesuit. If not that person would either drop off, or die. More than likely both would happen.

On earth, there is gravity. That's why there are human life forms and other forms of life living on earth. The earth turns and if there was no gravity, the buildings would crumble and people would die.

Another difference between the earth and the moon is water. There is no water on the moon, unlike on earth, the moon is very dry.

The earth is wet. It has lots of water. To drink, swim, fish, and many other things a person could think of to do with water.

There are lots other differences between the earth and the moon, in fact there are many more differences between the two. But I am going to write about one difference in my composition and then my composition will be over.

The last difference I am going to write about is how the

Grade 8

Expository Composition Draft **Rating: 3**

moon is made up of rock and the earth is made up of different other things.

The moon is made up of rocks and craters. No plant life, or other form of life does not exist on the moon. But the earth is made up of both living life forms, and nonliving forms of life such as water + plants.

I don't want to make this composition to long, so I am ending it. Hope it is enjoyed.

FOCUS - 2 The opening statement establishes the theme, but the irrelevant closing statement is not a summarization and is not in the expository mode.

SUPPORT - 3 While the student does give some elaboration for each of the three points, the accuracy of a few of the details is questionable. (Would a person die of low gravity? Is gravity the reason there is life on a planet? Can there be a nonliving form of life?) Some details are somewhat redundant.

Grade 8

Expository Composition Draft **Rating: 3**

ORGANIZATION - 3 The writer effectively uses transitions to set off each of the three major points. These points should be expressed in three paragraphs rather than six. There should be an opening paragraph which introduces the major points. The fifth paragraph is unnecessary and distracting.

CONVENTIONS - 3 Run-on sentences and fragments are the most serious errors because they cause some confusion. Inappropriate use of commas, a word omission, and a homonym error are evident. In the next to last paragraph, the use of a double negative creates an inaccurate and contradictory thought.

OVERALL - 3 More emphasis on correcting convention errors, establishing the interrelatedness of facts, and developing opening and closing paragraphs which introduce and summarize thoughts would make this paper more effective.

Grade 8

Expository Composition Draft **Rating: 1**

Earth and Moon

I wounld not lib to go to the moon because
you can not drink nothing and theer is
no air to breath up their. I beat their is no
fun up on the moon all night you gest folat
around all day. Their is very low gravity it is
made of rock mountains and plains. Their is
a lot of dust on the moom.
On the moon It is cold on the Dras side and
hot on the light side. On earth it is fun
you can drink warter win you want. Their
are thing you can do down on earth that you
can't do up their are tree down on earth are
no tree on the moon. On earth you eat straigh.
On the moon when you try to eat somthing
on the moor it wheel go every way. On
the moon you can folat down on earth you
cant. You play baseb.all on earth.
On On the moon thets are a lot of hole
An on the moon you can jump 6 times higher
on the moon than on earth. You can a
ball high on the moon.

Grade 8

Expository Composition Draft **Rating: 1**

FOCUS - 1 Nowhere is the focus explicitly stated. The student starts the paper by giving reasons for not wanting to go to the moon and factual statements about the earth and the moon. A closing statement is missing.

SUPPORT - 1 Much of the information is simply listed. An attempt has been made to detail some of the stated points.

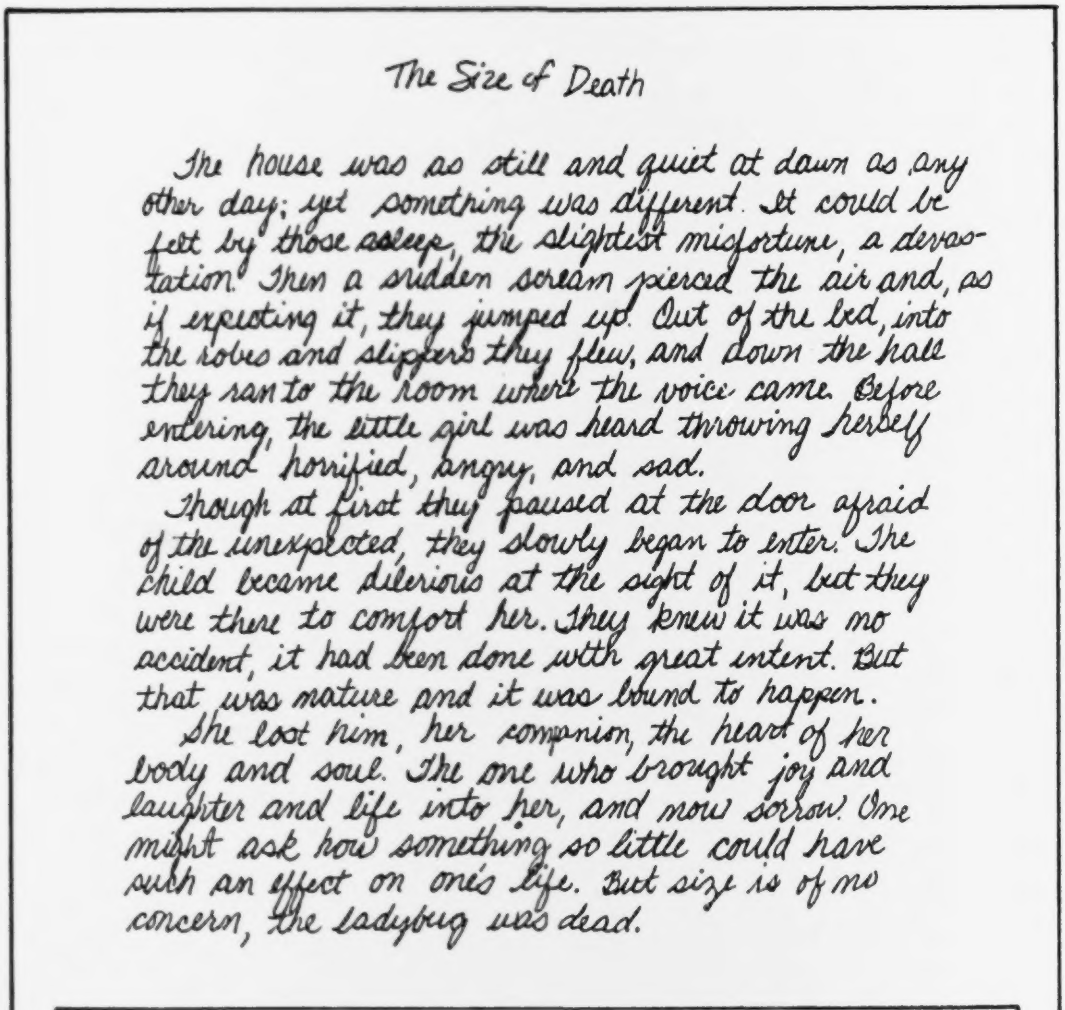
ORGANIZATION - 1 There appear to be three paragraphs, although they are not conventionally indented. The structure is unclear because the points in each paragraph are not interrelated.

CONVENTION - 1 The many convention errors make the paper difficult to read.

OVERALL - 1 The paper lacks effectiveness because of its indefinite focus, inconsistent organization, and shallow support. The convention errors obscure the meaning.

Grade 8

Creative Expression Draft **Rating: 5**



The Size of Death

The house was as still and quiet at dawn as any other day; yet something was different. It could be felt by those asleep, the slightest misfortune, a devastation. Then a sudden scream pierced the air and, as if expecting it, they jumped up. Out of the bed, into the robes and slippers they flew, and down the hall they ran to the room where the voice came. Before entering, the little girl was heard throwing herself around horrified, angry, and sad.

Though at first they paused at the door afraid of the unexpected, they slowly began to enter. The child became delirious at the sight of it, but they were there to comfort her. They knew it was no accident, it had been done with great intent. But that was nature and it was bound to happen.

She lost him, her companion, the heart of her body and soul. The one who brought joy and laughter and life into her, and now sorrow. One might ask how something so little could have such an effect on one's life. But size is of no concern, the ladybug was dead.

FOCUS - 5 There is a consistent mood developed throughout the story. Suspense continues to mount until the unifying event is disclosed in the last sentence.

SUPPORT - 4 The details are descriptive. However, characterization is not as well developed as other story elements.

Grade 8

Creative Expression Draft **Rating: 5**

ORGANIZATION - 5 The attention-getting opening is followed by an appropriate chronology of actions leading to a surprise ending.

CONVENTIONS - 4 Errors in punctuation, spelling, and run-on sentences do not disrupt meaning.

OVER-ALL - 5 The well-planned, descriptive details and varied sentence structure make this story effective.

Twelve Month Schools

I believe schools should not remain open year-round because the idea is impractical.

Throughout a normal ten month schoolyear, teachers teach pupils skills and knowledge for their future. Often enough, the stress for both students and teachers is high by the end of these ten months, not to mention the effects of twelve non-stop months.

Summer vacation, the two month hiatus between one school year and another, is a vital break. It allows pupils and teachers to rejuvenate onesself and relax. Teachers and students alike enjoy the break which is vital in order, "to get away from it all."

When school budgets run low, physical education is always cut first on the flimsy account that "It isn't as important as

Grade 8

Persuasive Composition Draft **Rating: 5**

math," or more simply "It's expendable." Students need to exercise as well as learn so they remain physically and mentally fit. A summer break of baseball and other sports helps supply this.

Schools should not stay open regularly during the summer unless dress code is changed to suit comfortobility and summer sessions are reduced to summer school hours. If American schools are to remain #1, attempts should be made, educational wise, to improve the quality of teaching, not the quantity.

FOCUS - 5 The opening and closing are related. There is a statement in the last paragraph which softens the decisive position taken in the composition.

SUPPORT - 5 In the last paragraph, "summer school hours" lacks clarity. All other paragraphs provide thorough elaboration.

ORGANIZATION - 5 All sentences and paragraphs are effectively positioned.

CONVENTIONS - 5 Paragraph three contains a faulty pronoun reference, and an inappropriate word usage exists in the last paragraph.

OVERALL - 5 The paper is logical and well ordered; however, transitional expressions would have made it more forceful.

Grade 8

Persuasive Composition Draft: **Rating: 3**

Contrasting Views

I strongly disagree with going to school for 12 months. First of all the students need breaks from the teachers not to mention vice versa. If we stayed in school all year we would be total zombies. We would turn into Einsteins. Students would have no time to have fun. Like the saying states "All work and no play makes Nikki a dull girl. Teachers would be gray before their time. They just couldn't deal with the pressures of the kids. Think about it. Teachers and students cooped up in the classroom all day. Eight hours a day. Five days a week. I see your point of view, I just want you to see mine. There is such a saying as you can have to much of anything. T.V., education, candy anything. I'll give you an example. My cousin is a sheer genius. She never had

Grade 8

Persuasive Composition Draft

Rating: 3

to study, she read all of the time. Now she never speaks to anyone. When we come around she goes into another room. Would you want us to become like that? This concludes my composition.

FOCUS - 3 The opening is clear, but the last two sentences are unnecessary and do not provide an adequate summary of the points addressed.

SUPPORT - 3 The paper's reasons for disagreement are supported with specific examples and details, although the example of the cousin is not a valid generalization.

ORGANIZATION - 3 There are few transitional expressions and inadequate paragraphing. Some words (I see your point of view) are unnecessary.

CONVENTION - 3 There are a few errors in run-on sentences, fragments, spelling, and punctuation. These errors, however, do not disrupt the flow of meaning.

OVERALL - 3 With more transitions, arguments to support the position, and greater attention to conventions, the paper would be stronger.

Grade 8

Persuasive Composition Draft **Rating: 1**

I disagee because children would always be working. A 12-month period cun help or hurt children. The way that it can help is that it will keep kids busy and out of drugs. The way that it can hurt children is that kids can get so far behind that they cun commit suicide or drugs and even drop out of school. But it can be alright for kids to have around 2 to 1½ month for vacation or have weeks of is every month in the 12 month period.

FOCUS - 1 The focus is unclear and cannot be inferred. There is not even a title to assist the reader. The last sentence is a digression and is not an adequate closing.

SUPPORT - 1 The details the student provides are generalized and unconvincing because there is not further elaboration.

Grade 8

Persuasive Composition Draft: **Rating: 1**

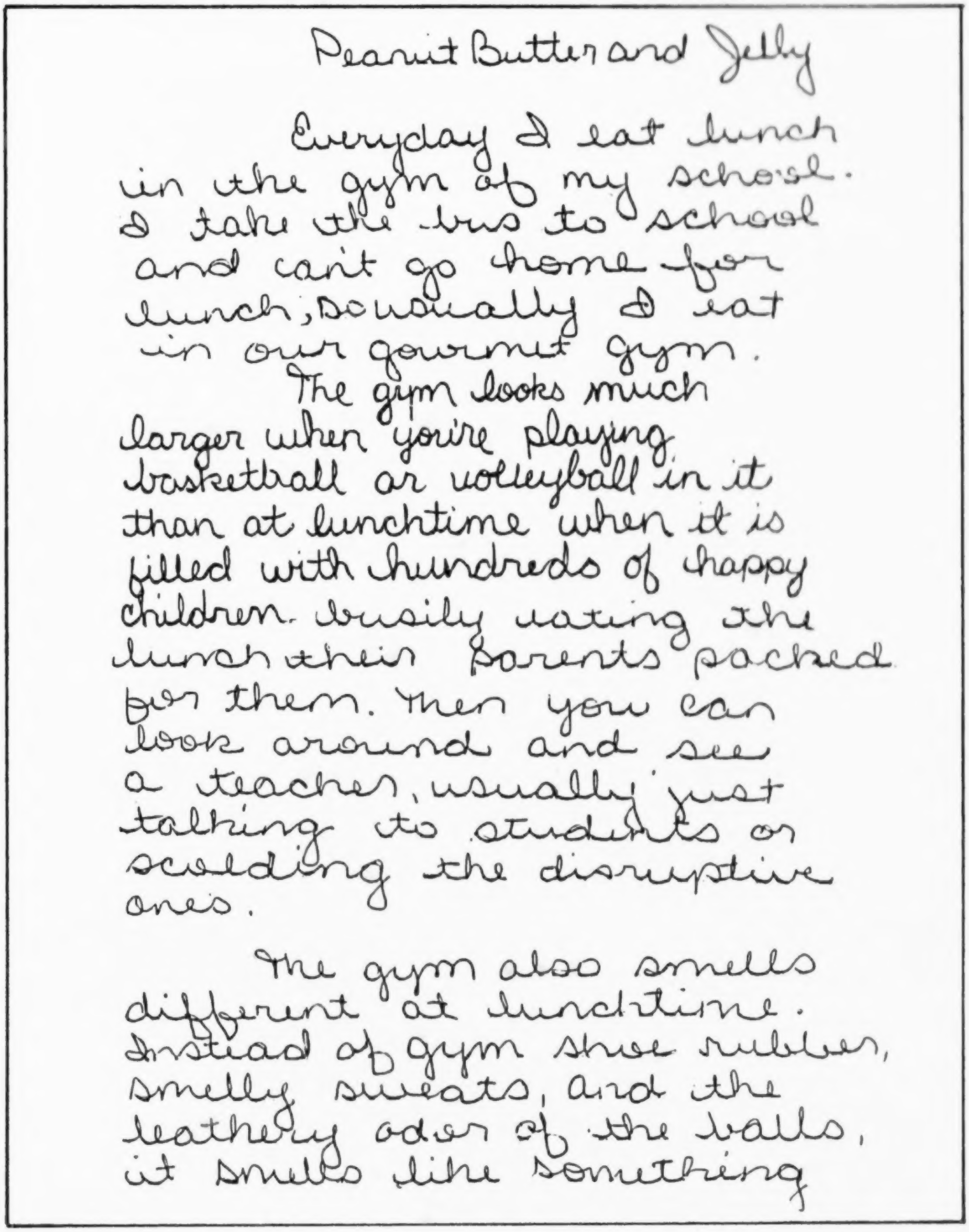
ORGANIZATION - 1 The student is expressing two contradictory positions: a 12-month school will help and hurt students. There are no transitions and only one paragraph.

CONVENTIONS - 1 Spelling errors, word omissions, and vague word usage lead to confusion in meaning.

OVER-ALL - 1 Convention errors interfere with meaning, and the paper is not written on an eighth-grade level of sophistication. There are major gaps in logic and elaboration.

Grade 8

Descriptive Composition Draft **Rating: 5**



Peanut Butter and Jelly

Everyday I eat lunch in the gym of my school. I take the bus to school and can't go home for lunch, so usually I eat in our gourmet gym.

The gym looks much larger when you're playing basketball or volleyball in it than at lunchtime when it is filled with hundreds of happy children busily eating the lunch their parents packed for them. Then you can look around and see a teacher, usually just talking to students or scolding the disruptive ones.

The gym also smells different at lunchtime. Instead of gym shoe rubber, smelly sweats, and the leathery odor of the balls, it smells like something

Grade 8

Descriptive Composition Draft

Rating: 5

different. It smells like fresh Skippy peanut butter and Smuckers jelly on fresh Wonder Bread. It smells like oranges apples, and ammonia if the tables were just washed.

There is one more thing that is different about our gym at lunchtime—the sound of it. There are no balls bouncing, feet pounding or whistles blowing. actually, it reminds me of the stock exchange because all the little kids are trading and exchanging parts of their lunch until they get the perfect one. Of course, you can also hear the

Grade 8

Descriptive Composition Draft **Rating: 5**

sounds of potato chips crunching and pop and juice being gulped down.

I'm glad that we eat in our gym. Although it's a smelly, sweaty gym, it's also a nice, relaxing lunch place.

FOCUS - 4 The opening paragraph does not give an overview of the points to be addressed in the paper. The first paragraph establishes the topic and concludes with a clever expression, "gourmet gym." The concluding paragraph relates to and extends the thought in the first paragraph.

SUPPORT - 5 There is ample in-depth sensory support with a nice stock exchange analogy in the fourth paragraph.

ORGANIZATION - 5 In paragraphs two through five, the student addresses the dual function of the "gourmet gym" through consistent contrast and description. Transitional expressions are evident.

CONVENTIONS - 5 The sentence structure is nicely varied.

OVER-ALL - 5 This is a very vivid, well-ordered, informative, and entertaining paper.

Grade 8

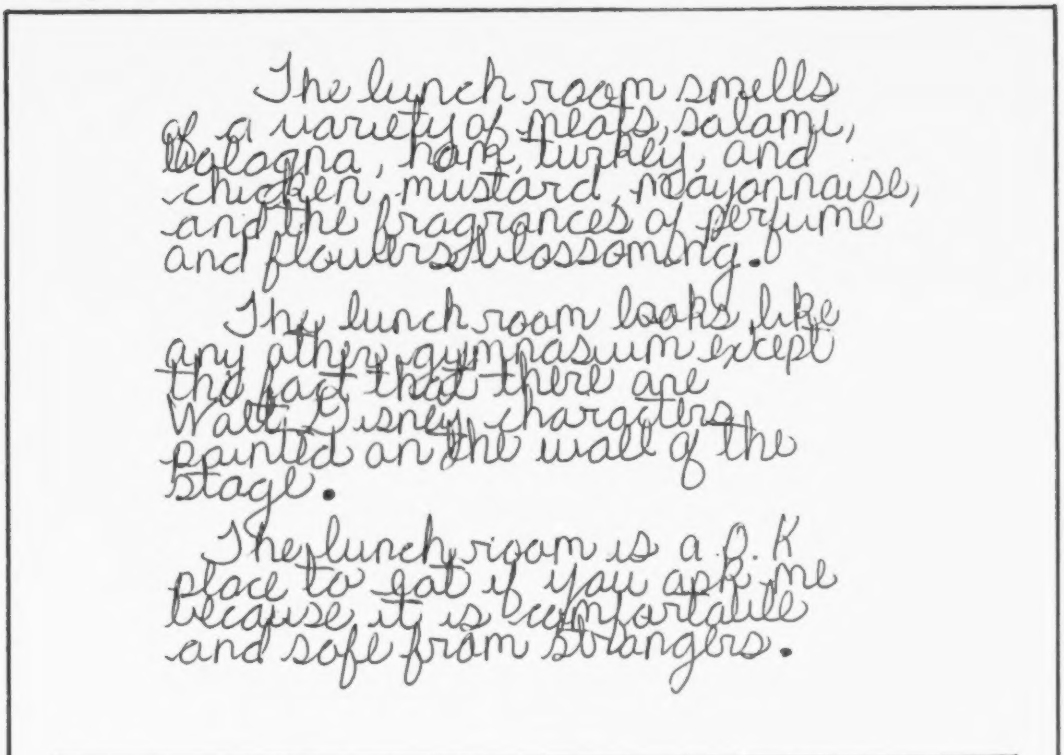
Descriptive Composition Draft **Rating: 3**

Brrring! The bell rings at 11:55 A.M. signaling that its time to get ready for lunch. The classes go down stairs to the entrance at the cafeteria or gymnasium door. We are not assigned seats, we can sit where ever we want next to friends relatives, and so fourth. Sometimes we are assigned if we make a commotion.

The gymnasium or cafeterias is rather large. Where I ate Monday thru Friday I am surround by first grade students to eighth grade students. Most of the students are either talking quietly to each other or the younger children are either laughing or sharing lunch among their friends.

Grade 8

Descriptive Composition Draft **Rating: 3**



The lunch room smells of a variety of meats, salami, bologna, ham, turkey, and chicken, mustard, mayonnaise, and the fragrances of perfume and flowers blossoming.

The lunch room looks like any other gymnasium except the fact that there are Walt Disney characters painted on the wall of the stage.

The lunch room is a O.K place to eat if you ask me because it is cumfortable and safe from strangers.

FOCUS - 3 The focus can be inferred, although some of the lunchroom procedures noted are irrelevant.

SUPPORT - 3 Adequate sensory details are provided, although no details are developed in the body of the paper to support the concluding paragraph.

ORGANIZATION - 4 The details in the first paragraph are not sensory details as are those in paragraphs two through four. The paragraphs are cohesive.

CONVENTIONS - 3 The omission of commas around appositives causes confusion as does inconsistent verb tense. Other errors include run-on sentences, misspellings, an inappropriate article before a noun, and an omitted apostrophe and hyphen.

OVERALL - 3 The opening is creative, and the paper is sufficiently organized to facilitate reading. More elaboration would enhance its effectiveness.

Descriptive Composition Draft **Rating: 1**

My Lunch Room

As I walk in the lunch room I see our batutiful cooks and many many tables. I am getting my lunch and walking all the way back to the table in which we sitt quieting.

I am getting ready to open my lunch and I see that I will or will not be satis that day so I will eat what I like and give the rest to some one or throw it in the garbage.

I feel that the city should give the students better food. Our lunch room should be more clean it should have way better food. They should have a pop meachine. They should cook there at the school. If I want a frozon T.V. dinner I would have went to Jewels. In other word I dislike the food it's nasty and it don't taste good the milk look like it's day old and rake.

Grade 8

Descriptive Composition Draft **Rating: 1**

FOCUS - 1 The main idea cannot be inferred. The major points offered are not descriptive. As the writing develops, there is a shift from a descriptive to an expository to a persuasive tone. The paper has no concluding paragraph.

SUPPORT - 1 Only the first sentence carries out the intended purpose of the assignment. There is no definite elaboration of any points in the composition.

ORGANIZATION - 1 The composition has no apparent plan; the last paragraph is not related to the first two. Furthermore, there are no transitions connecting the paragraphs.

CONVENTIONS - 1 Incorrect word usage obscures meaning. There is verb tense inconsistency in the third paragraph. Spelling errors are distracting. Commas are omitted after items in a series, dependent clauses, compound sentences, and introductory expressions. The third paragraph contains a run-on sentence.

OVER-ALL - 1 With a unified focus, the support and organization would improve. Careful proofreading would eliminate the many errors in conventions.

Grade 8

Creative Expression Draft **Rating: 5**

Theme Winning, Does It Mean That Much?

Act 1

It was 9:40 AM Monday morning, Group E an 8th grade class at Abraham Lincoln School in Chicago, Illinois was just finishing their first period class. Tony, a very academic but not athletic student, approached his best friend Billy. Billy is one of the more popular boys in the class and loves to win, specially when it comes to baseball.

Tony - Hi Bill, how you doin? Next period's gym and we're picking our class softball team. Your the captain right?

Billy - Ya (hesitating)

Tony - thats great, I was hoping to be on the team, can I?

Billy - Well, um, I dont know.

Tony - You wouldn't let your best friend down, now would you?

Billy - I guess not. (unsure of himself)

Tony - Ill take it as a yes, see you in gym.

Billy - Ya sure (bewildered, yet mad)

Tony then walks out of the room and heads toward the gym while Billy leans up against the wall and thinks to himself.

Billy - What should I do? Tony my best friend, is counting on me to pick him for the team. He's the type that thinks and acts like his good, but deep down knows he isn't. But getting to the point, should I let my friend down and maybe loose him forever or should I make his day. Either way I'll end up feeling guilty about something, but oh how I and the others would love to beat Group D for the past 3 years we've lost to Group D in softball, but this year I'm in charge and its up to me to make a winning team I suppose to most people the situation sounds dumb because its just a game, but to me, the big competitor, its a tough decision.

Act 2

By the Time Billy recovered from his daze of thinking he was 5 minutes late for class. So he ran down the stairs and changed quickly but not to quick for just as he was walking out of the gym he ran into the muscle man and smartmouth of Group E, Tom Lawrence

Tom- Hey Bill, were you been?

Billy- Finishing up some work.

Tom- Ya, well you'd better get in there pretty quick, there waiting for you to pick the team.

Billy- Alright thanks.

Tom- One more thing Bill, I hope youre not picking that little whimp Tony, or you can call it a 4th year down the drain. Well see you in the gym.

Billy Ya (to himself) He had to say that, I knew he would

Billy then walks into the gym were he is confronted by the strict Mrs. Jones.

Mrs. Jones- Billy were have you been?

Billy - Well, um...

Mrs. Jones- Just forget it, I'll talk to you after class, in the mean time you'd better select the team.

Billy- I'll take Jeff, Scott, Mark, Josh, and Tom, nor Tommy.

After Billy says Tom instead of Tony, Tony's face begins to flush to the point where he is about to cry.

Mrs Jones- What about 5 girls, this is a coed softball team.

Billy- I'll take Margeret, Sarah, Laura, Meagan, and - Louie.

Mrs. Jones- Billy! (astonished)

Billy- Just kidding, I'd rather have Susan.

Mrs. Jones- Okay, those who have been selected please line up and make your way quietly to the playground, where Group D is waiting for you.

Billy and the others then made their way to the playground where they began to warm up. Shortly after, Mrs. Jones came out and explained the rules. It was decidid that we'd play the field first, so that we would have last ups. After meeting the Wolverines ran onto the field yelling cheers of enthusiasm. The Wolverines was the name of Billy's team while group D called themselves the Hurricanes. The Wolverines got the Hurricanes out 1,2,3 and wend up getting only one run while at bat. Everything was going smoothly until the 5th inning when the Hurricanes took the lead 5-4. Two innings later the Wolverines took the lead and won 7-5. It was joyous occassion for Group E but it was one which didn't involve Tony.

Act 3

After the game Billy approached Tony.

Billy - Nice game, hu?
Tony - Easy for you to say, you got to play (sarcastically)
Billy - Listen, I'm really sorry I didn't pick you for the team, but I could only take 5 boys.
Tony - Ya, so why wasn't I one of them?
Billy No offense Tony, but I didn't feel that you were one of the better players for the job.
Tony - Come on Bill its only a game.
Billy - Ya, one that I want to win.
Tony - Does it mean that much to you, to let down your best friend.
Billy - I didn't know you felt so strong about it, as you say its just a game
Tony - Oh, give me a break, you knew all along. (his anger growing)
Billy - Well, don't feel so bad, there are other kids that didn't get to play also.
Tony - And how do you think they feel, just like me.
Billy - Alright you made your point lets forget about it, its history.
Tony - Is that what you want me to do, just forget about it?
Billy - Ya it would be nice.
Tony - Well I can't!

Tony then walks off furious, and leaves Billy thinking and worrying about their friendship which is just about gone.

THE END

Grade 8

Creative Expression Draft **Rating: 5**

FOCUS - 5 The plot is developed with equal emphasis on conflict, climax, and conclusion.

SUPPORT - 5 The dialogue is effective. The setting is adequately developed. The conflict is thoroughly detailed, but the conclusion is not consistent with the characterization.

ORGANIZATION - 5 The appropriate format for a play is used. The student divides the drama into three acts and uses stage directions to enhance the dialogue.

CONVENTIONS - 4 There are some minor errors in spelling, verb consistency, and word usage. Errors in punctuation and run-on sentences appear but do not seriously detract from the meaning.

OVER-ALL - 5 Narration and dialogue are interwoven to enhance the action, and the conversations are realistic. The conflict of the play is one to which young readers can relate.

Suggested Topics

Grade Eight

Narration

- Tell about a day on which you felt you looked your best.
- Tell about a time that something exciting took place in your community.
- Write a letter to a friend telling about your graduation plans.

Exposition

- Discuss a recent conflict in which the United States has been involved.
- Explain the steps you would use to teach someone how to ride a bike.
- Compare and contrast a movie and a book on the same subject.

Persuasion

- Convince an employer that you are the best person for a summer position.
- Take a position as to where the eighth grade luncheon should be held.
- Present a solution for excess garbage in a city.

Description

- Describe your best friend.
- Describe a city street at night.
- Describe your favorite sports car.

Creative Expression

- Write a letter to a pen pal in a foreign country telling what life in America is like for someone your age.
- Write a short story about an imaginary event that took place 100 years ago.
- Write a skit about your life 10 years after your eighth grade graduation.

MANAGEMENT

For management purposes, three record forms are provided, two of which are optional:

- Student Composition Rating Profile
- Classroom Composition Rating Profile (Optional)
- Principal's Summary: Classroom Composition Rating Profile (Optional)

The **Student Composition Rating Profile** is an individual student's record of the ratings received by the student during the school year on the formal evaluations of each type of required writing. The information on this form provides a diagnostic profile of the student's writing strengths and weaknesses.

The **Classroom Composition Rating Profile** is a record of the overall ratings received during the school year by the students in one classroom on the formal evaluations of each type of required writing. The information on this form provides a diagnostic profile of the class and assists the teacher in planning instruction related to group and individual writing strengths and weaknesses. This form may take the place of a grading sheet in the teacher's record book.

The **Principal's Summary: Classroom Composition Rating Profile** is a compilation of one classroom's overall student ratings for the school year on the various types of required writing. The space provided on the form for the principal's comments to the teacher makes it a vehicle for staff development.

Samples of these three forms are on the following pages. In addition, blank forms, which may be duplicated, are provided for the two optional records.

SAMPLE

CPS

CHICAGO PUBLIC SCHOOLS
STUDENT COMPOSITION RATING PROFILE
Grades 2-8

Name Redding, John J. Grade 6
School Allendale Room 202
District 22 Teacher J. Smith

School Year 1987 - 1988

First Semester

Type of Writing	FEATURES				Overall Rating
	Focus	Support	Organization	Conventions	
Narration	3	2	3	3	3
Exposition	2	2	1	2	2
Creative Expression	3	3	3	3	3

Second Semester

Type of Writing	FEATURES				Overall Rating
	Focus	Support	Organization	Conventions	
Persuasion	3	2	3	3	3
Description	4	4	3	3	4
Creative Expression	5	5	4	4	5

Place a number indicating the rating in the appropriate box. The rating scale has five points; 5 is high, 1 is low.

SAMPLE

CPS

CHICAGO PUBLIC SCHOOLS

CLASSROOM COMPOSITION RATING PROFILE

(Optional)

Place the overall rating in the box under Type of Writing to indicate achievement.

Grade 6 School Allendale

Room 202 District 22 School Year 19 87 - 19 88

	OVERALL RATINGS					
	First Semester Type of Writing			Second Semester Type of Writing		
Student	Narration	Exposition	Creative Expression	Persuasion	Description	Creative Expression
1 Carter, Joylyn T.	4	4	5	5	5	5
2 Davis, Bruce	5	3	4	5	3	5
3 Green, Mary	3	3	4	3	3	4
4 Long, Kim	2	1	3	3	3	3
5 Redding, John J.	3	2	3	3	4	5
6						
7						
8						
9						
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28						
29						
30						
31						
32						
33						
34						

The rating scale has five points; 5 is high, 1 is low.

CPS

CHICAGO PUBLIC SCHOOLS

CLASSROOM COMPOSITION RATING PROFILE

(Optional)

Place the overall rating in the box under Type of Writing to indicate achievement.

Grade________ School____

Room________ District________ School Year 19____ - 19____

	OVERALL RATINGS					
	First Semester Type of Writing			Second Semester Type of Writing		
Student	Narration	Exposition	Creative Expression	Persuasion	Description	Creative Expression
1.						
2.						
3						
4.						
5						
6						
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11						
12.						
13						
14.						
15						
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21						
22						
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24						
25.						
26						
27						
28						
29						
30						
31						
32						
33						
34						

The rating scale has five points; 5 is high, 1 is low.

SAMPLE

CPS

CHICAGO PUBLIC SCHOOLS

PRINCIPAL'S SUMMARY

CLASSROOM COMPOSITION RATING PROFILE

(Optional)

School Allendale Grade 6

District 22 Room 202 School Year 1987 - 1988

First Semester

Type of Writing	RATINGS					Total	Principal's Comments
	5	4	3	2	1		
	Number of students receiving rating						
Narration	3	5	16	5	3	32	
Exposition	4	5	17	4	2	32	
Creative Expression	7	9	13	2	1	32	

Second Semester

Type of Writing	RATINGS					Total	Principal's Comments
	5	4	3	2	1		
	Number of students receiving rating						
Narration							
Exposition							
Creative Expression							

The rating scale has five points; 5 is high, 1 is low.

CHICAGO PUBLIC SCHOOLS

PRINCIPAL'S SUMMARY

CLASSROOM COMPOSITION RATING PROFILE

(Optional)

School ______________________________ Grade __________

District __________ Room __________ School Year 19___ - 19___

First Semester

Type of Writing	RATINGS					Total	Principal's Comments
	5	4	3	2	1		
	Number of students receiving rating						
Narration							
Exposition							
Creative Expression							

Second Semester

Type of Writing	RATINGS					Total	Principal's Comments
	5	4	3	2	1		
	Number of students receiving rating						
Narration							
Exposition							
Creative Expression							

The rating scale has five points; 5 is high, 1 is low.

APPENDIX

Sample Informal Letter

Most Frequent Errors Chart (Optional)

- Student Log (Sample and Blank)
- Teacher Log (Sample and Blank)

Proofreaders' Marks

- Primary Grades
- Intermediate Grades
- Upper Grades

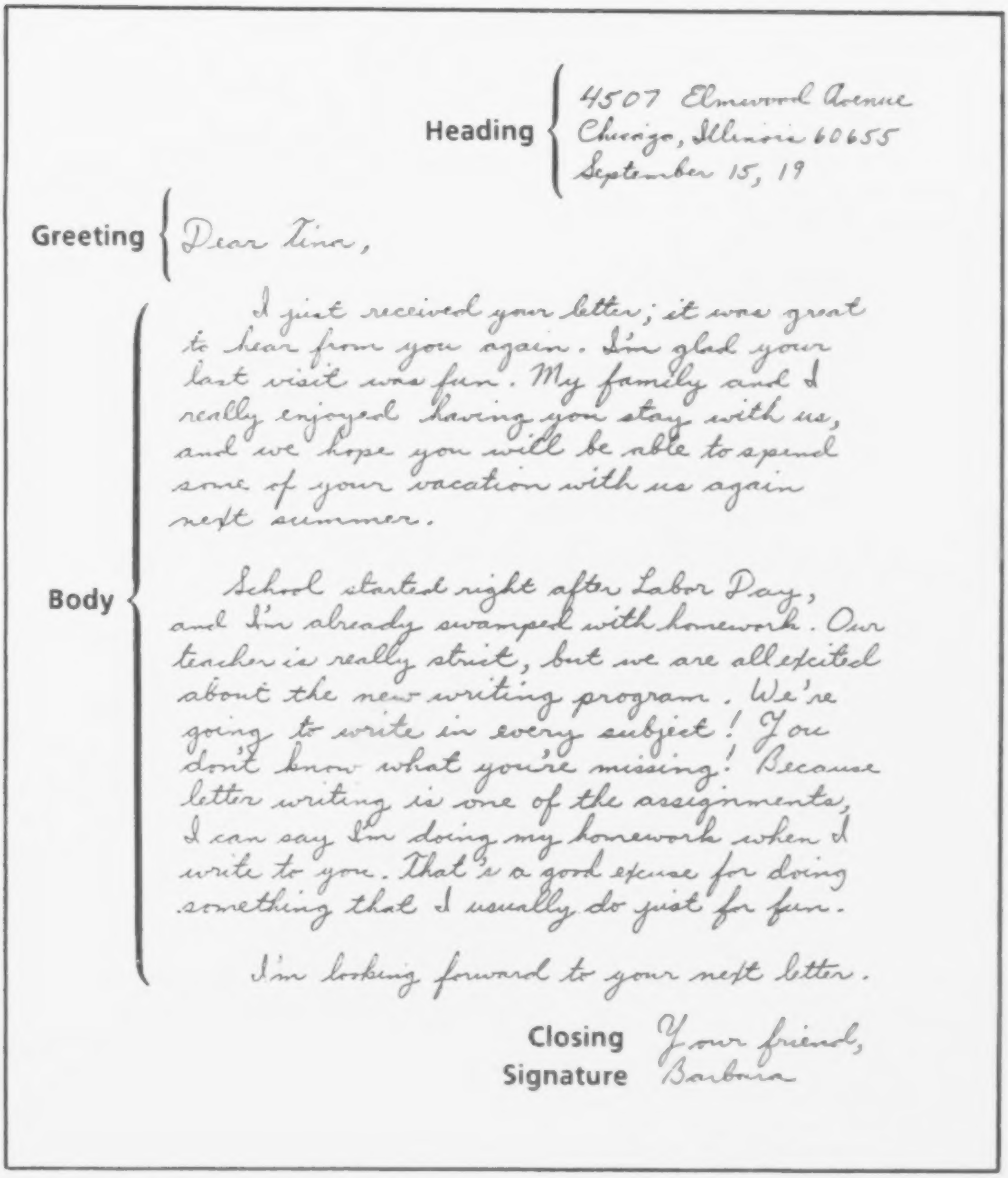
Manuscript Handwriting Model

Cursive Handwriting Model

Publishers of Student Writing

Writing Contests for Students

SAMPLE INFORMAL LETTER


Heading
Greeting
Body
Closing
Signature

4507 Elmwood Avenue
Chicago, Illinois 60655
September 15, 19

Dear Tina,

I just received your letter; it was great to hear from you again. I'm glad your last visit was fun. My family and I really enjoyed having you stay with us, and we hope you will be able to spend some of your vacation with us again next summer.

School started right after Labor Day, and I'm already swamped with homework. Our teacher is really strict, but we are all excited about the new writing program. We're going to write in every subject! You don't know what you're missing! Because letter writing is one of the assignments, I can say I'm doing my homework when I write to you. That's a good excuse for doing something that I usually do just for fun.

I'm looking forward to your next letter.

Your friend,
Barbara

SAMPLE

Most Frequent Errors Chart

STUDENT LOG

(Optional)

Name Mary Green

Grade 6

Error	The numeral in each box indicates the number of times the error appeared in a composition.					
	First Semester			Second Semester		
	Narration	Exposition	Creative Expression	Persuasion	Description	Creative Expression
Lack of subject and verb agreement	1	2	1	2	0	0
Run-on sentences	1	1	1	0	0	0
Sentence fragments	0	1	0	0	0	0
Omitted words	1	0	1	0	1	0
Paragraphs delineated by titles or numbers	0	0	0	0	0	0
Inconsistent paragraphing	1	0	2	0	0	0
Incorrect use of common words	0	0	1	0	1	0
Homonym errors	6	3	4	0	1	1
Incorrect pronoun reference	0	0	0	1	1	0
Confusing tense shifts	5	4	5	3	3	1
Capitalization: incorrect or lacking	7	3	2	1	0	0
Punctuation: inappropriate or lacking	1	0	0	0	0	0
Misspelled words common for grade level	2	1	1	1	2	0

This chart will alert you to errors which recur in your writing and will assist you in proofreading.

Most Frequent Errors Chart

STUDENT LOG

(Optional)

Name ______________________________ Grade ______

Error	The numeral in each box indicates the number of times the error appeared in a composition.					
	First Semester			Second Semester		
	Narration	Exposition	Creative Expression	Persuasion	Description	Creative Expression
Lack of subject and verb agreement						
Run-on sentences						
Sentence fragments						
Omitted words						
Paragraphs delineated by titles or numbers						
Inconsistent paragraphing						
Incorrect use of common words						
Homonym errors						
Incorrect pronoun reference						
Confusing tense shifts						
Capitalization: incorrect or lacking						
Punctuation: inappropriate or lacking						
Misspelled words common for grade level						

This chart will alert you to errors which recur in your writing and will assist you in proofreading.

Most Frequent Errors Chart

TEACHER LOG

(Optional)

AMPLE

Grade 6

Class Size 32

Error	The numeral in each box indicates the number of times the error appeared in a set of compositions for each type of writing.					
	First Semester			Second Semester		
	Narration	Exposition	Creative Expression	Persuasion	Description	Creative Expression
Lack of subject and verb agreement	6	9	4	6	1	3
Run-on sentences	11	9	12	7	4	5
Sentence fragments	5	6	4	5	6	7
Omitted words	5	3	1	0	6	0
Paragraphs delineated by titles or numbers	0	1	0	0	0	0
Inconsistent paragraphing	5	5	3	2	5	3
Incorrect use of common words	2	1	2	0	3	2
Homonym errors	17	13	8	12	4	4
Incorrect pronoun reference	13	12	11	9	3	4
Confusing tense shifts	17	17	13	6	7	8
Capitalization: incorrect or lacking	7	3	2	1	0	2
Punctuation: inappropriate or lacking	4	2	4	2	3	2
Misspelled words common for grade level	5	5	2	4	8	6

This chart may be used as a diagnostic tool to assess those areas where whole class, small group, or individual student reteaching or remediation is necessary.

Most Frequent Errors Chart

TEACHER LOG

(Optional)

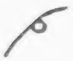
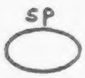
Grade ________ Class Size ________

Error	The numeral in each box indicates the number of times the error appeared in a set of compositions for each type of writing.					
	First Semester			Second Semester		
	Narration	Exposition	Creative Expression	Persuasion	Description	Creative Expression
Lack of subject and verb agreement						
Run-on sentences						
Sentence fragments						
Omitted words						
Paragraphs delineated by titles or numbers						
Inconsistent paragraphing						
Incorrect use of common words						
Homonym errors						
Incorrect pronoun reference						
Confusing tense shifts						
Capitalization: incorrect or lacking						
Punctuation: inappropriate or lacking						
Misspelled words common for grade level						

This chart may be used as a diagnostic tool to assess those areas where whole class, small group, or individual student reteaching or remediation is necessary.

PROOFREADERS' MARKS

Primary Grades

Marks	Meaning	Example
≡	Capitalize	Jean $\underline{\underline{\underline{\text{n}}}}$orman
/lc	Do not capitalize	my favorite $\overset{lc}{\cancel{\text{T}}}$eacher
⊙	Add period	I ride my bike to school ⊙ Sometimes I ride it to the park.
∧	Add word or punctuation mark	Bill will go $\overset{\text{to}}{\wedge}$ the library. The woods has maple $\overset{,}{\wedge}$ oak $\overset{,}{\wedge}$ and chestnut trees.
	Take out word	Paula saw an ~~an~~ airplane.
¶	Begin new paragraph	Flowers were in bloom. ¶ Different kinds of trees were growing everywhere.
	Check spelling	It was a $\overset{\text{sp}}{\boxed{\text{snowey}}}$ day.

PROOFREADERS' MARKS

Intermediate Grades

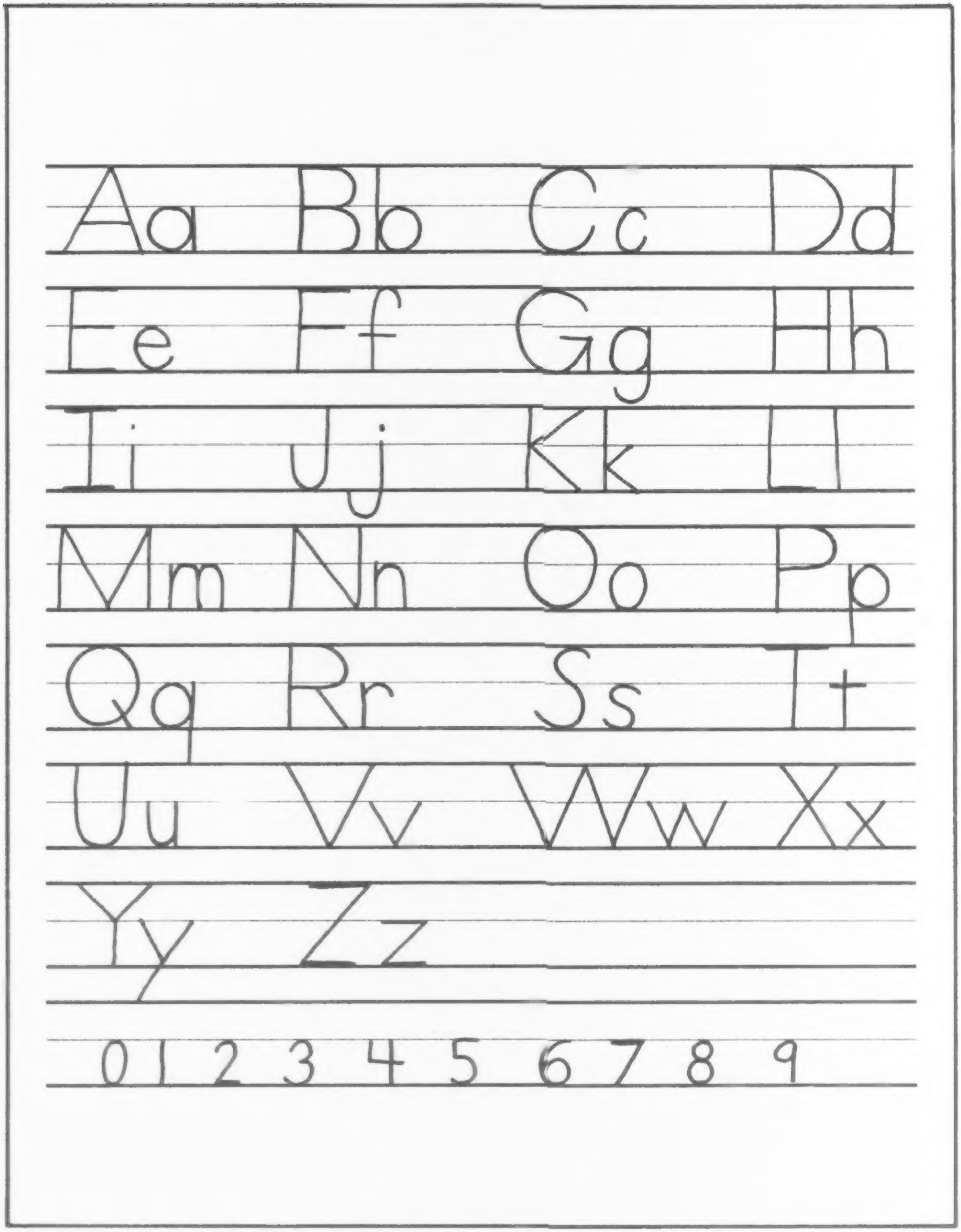
Marks	Meaning	Example
≡	Capitalize	Powers $\underline{\underline{\underline{\text{l}}}}$ake
lc	Do not capitalize	a book for my $\overset{lc}{\cancel{\text{A}}}$unt
⊙	Use colon	Dear Sir ⊙
∧	Insert word or punctuation mark	"What was I supposed to buy at the store$\underset{\wedge}{?}$" Linda asked.
℘	Delete letter, word, or punctuation mark	We fle~~w~~ to Washington, D.C.~~,~~ last weekend.
¶	Begin new paragraph	¶ The first act of the play was over.
sp ◯	Correct spelling	cost $\overset{sp}{\text{(ninty)}}$ cents
∽	Transpose position of letters or words	antiqeu∽
⁐	Close up	some ⁐ body
#	Insert space	horseback$\overset{\#}{/}$riding

PROOFREADERS' MARKS

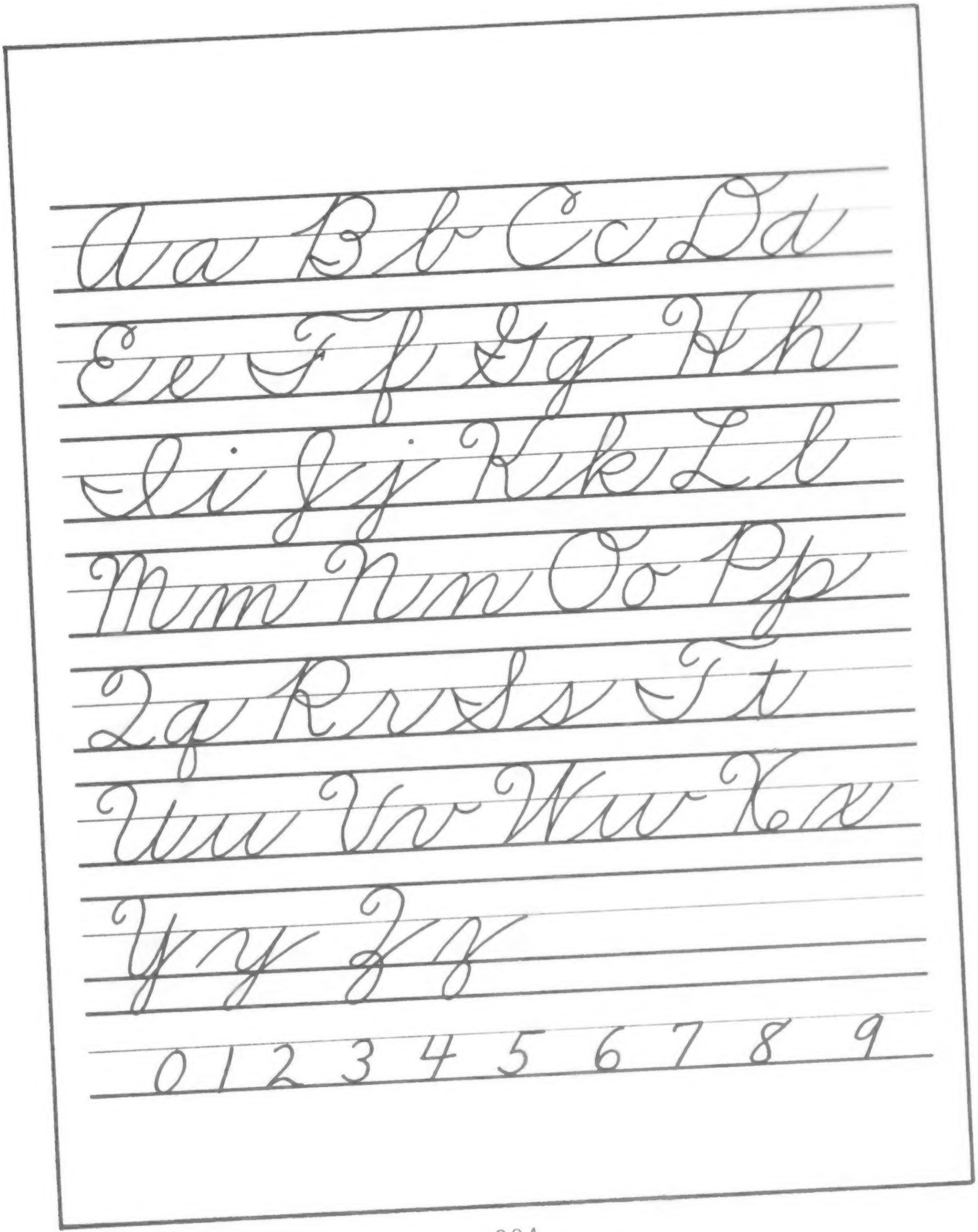
Upper Grades

Marks	Meaning	Example
≡	Capitalize lowercase letter	at $\underline{\underline{\underline{\text{s}}}}$angamon State University
/lc	Lowercase capital letter	lc a letter for my /Mother
(;)	Use semicolon	It is not difficult(;)I will help you.
∧	Insert letter, word, or punctuation mark	Tornadoes were sighted in Texas $\overset{,}{\wedge}$ Oklahoma $\overset{,}{\wedge}$ and Kansas.
₰	Delete letter, word, or punctuation mark	Is the plane arriving on time?~~?~~
¶	Begin new paragraph	¶ The final step in the process involves them.
sp ◯	Correct spelling	sp The hall (accomodates) 200 students.
∽	Transpose position of words	the process ∽ evaporation
⁐	Close up	every ⁐ body
#	Insert space	motorcycle/riding
stet	Keep as is	stet a ~~sweltering~~ hot day
?	Check for correctness	? Mrs. Green in Room 209

Manuscript Handwriting Model


Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt
Uu Vv Ww Xx
Yy Zz
0 1 2 3 4 5 6 7 8 9

Cursive Handwriting Model


Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt
Uu Vv Ww Xx
Yy Zz
0 1 2 3 4 5 6 7 8 9

PUBLISHERS OF STUDENT WRITING

Child Life prints children's jokes, riddles, and original poems. Works should be sent to P.O. Box 567, Indianapolis, IN 46206, to the attention of either "Jokes and Riddles" or "The Poets Page." (Ages 7-11)

Children's Digest prints children's original stories and poems. It also presents a situation and asks for children's opinions in the "What Do You Think" section. Works should be sent to 1100 Waterway Boulevard, P.O. Box 567, Indianapolis, IN 46206, to the attention of either "Young Author Stories," "Page of Poetry," or "What Do You Think." (Ages 8-10)

The Electric Company prints jokes and riddles and presents a situation cartoon on "Make Your Own Cartoon" page. Jokes and riddles should be sent to The Electric Company, Dept. TY, P.O. Box 888, Ridgefield, NJ 07657. Cartoon ideas should be sent to The Electric Company, Dept. EC4A, P.O. Box 888, Ridgefield, NJ 07657. (Ages 7-11)

Highlights for Children, 803 Church Street, Honesdale, PA 18431. Prints all forms of original work in "Our Own Page" section. (Ages 5-14)

Jack and Jill prints children's original jokes and riddles, poems, and letters. Works should be sent to 1100 Waterway Boulevard, P.O. Box 567, Indianapolis, IN 46206, to the attention of either "Jokes and Riddles," "Poetry," or "Our Readers Write."
(Ages 5 -12)

Stone Soup, P.O. Box 83, Santa Cruz, CA 95063, prints children's original stories, poems, artwork, and book reviews. (Ages up to 13)

Writing Contests for Students

Cricket holds a monthly contest. Contest winners are considered in two divisions (ages 5-8 and 9-12) for stories, poetry, and drawings. Entries should be sent to Cricket League, Box 100, La Salle, IL 61301.

National Association for Bilingual Education (NABE) sponsors an annual nationwide writing contest for bilingual students. (Grades 3-12) Entries should be sent to Dr. Felix Valbuena, Director of Department of Bilingual Education, Detroit Public Schools, 5057 Woodward Avenue, Room 1224, Detroit, MI 48202. (313) 494-1735. The topic is announced each year.

National Council of Teachers of English sponsors an annual composition contest for Grade 8 students in the United States, Canada, and American schools abroad. Information may be obtained from Promising Young Writers Program, c/o Robert Hamm, 1111 Kenyon Road, Urbana, IL 61801, (217) 328-3870.

Young Writers Contest, Young Writers Contest Foundation, P.O. Box 6092, McLean, VA 22106, (703) 827-0863. Poetry, short stories, or essays are entered. (Grades 1-8)

In addition to the above, many organizations and institutions announce writing contests and opportunities throughout the school year. This information is published in the **General Bulletin of the Chicago Public Schools,** which is distributed to the schools each week of the school year. Please review the General Bulletin each week for this information.

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